

**IMPROVING THE ENGLISH SPEAKING SKILL OF CLASS VIIIA
STUDENTS OF SMPN 5 DEPOK IN THE ACADEMIC YEAR OF
2013/2014 THROUGH THE USE OF COMIC STRIPS**

A Thesis

**Submitted as Partial Fulfillment to the Requirements for the Attainment of the
Degree of Sarjana Pendidikan in English Education**



Written by:

KRISNANTO

07202244127

ENGLISH LANGUAGE EDUCATION DEPARTMENT

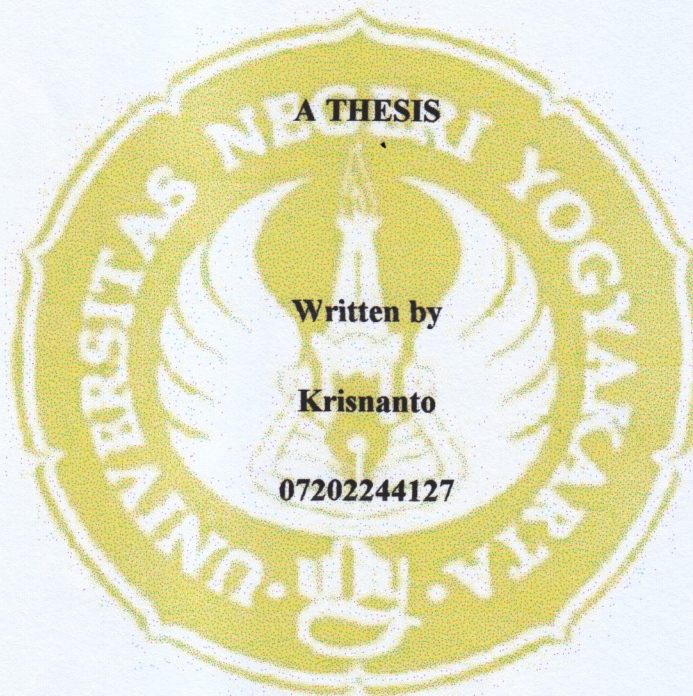
FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

2013

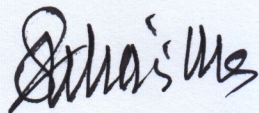
APPROVAL SHEET

**IMPROVING THE ENGLISH SPEAKING SKILL OF CLASS VIIIA
STUDENTS OF SMPN 5 DEPOK IN THE ACADEMIC YEAR OF
2013/2014 THROUGH THE USE OF COMIC STRIPS**




Yogyakarta, October 10th 2013

First Consultant,



Drs. Suhaini M. Saleh, M.A.
NIP. 19540120 19703 1 002

Second Consultant,



Ari Purnawan, S.Pd., M.Pd., M.A.
NIP. 19710123 200112 1 002

RATIFICATION

IMPROVING THE ENGLISH SPEAKING SKILL OF CLASS VIIIA STUDENTS OF SMPN 5 DEPOK IN THE ACADEMIC YEAR OF 2013/2014 THROUGH THE USE OF COMIC STRIPS

Krisnanto
07202244127

Accepted by the Board of Examiners of the Faculty of Languages and Arts of State University of Yogyakarta on October 17th, 2013 and declared to have fulfilled the requirements for the attainment of a Sarjana Pendidikan Degree in English Language Education.

Board of Examiners:

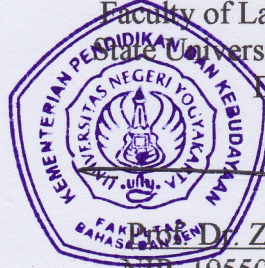
Chairperson : Siti Sudartini, S.Pd., M.A.

Secretary : Ari Purnawan, S.Pd., M.Pd., M.A.

First Examiner : Dr. Margana, M.Hum., M.A.

Second Examiner : Drs. Suhaini M. Saleh, M.A.

Yogyakarta, October 17th, 2013
Faculty of Language and Arts
State University of Yogyakarta
Dean,



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Krisnanto

NIM : 07202244127

Jurusan : Pendidikan Bahasa Inggris

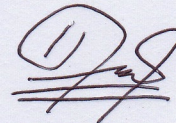
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 10 Oktober 2013

Penulis



Krisnanto

MOTTOS

"Success ... seems to be connected with action. Successful men keep moving. They make mistakes, but they don't quit."

(Conrad Hilton)

"All the flowers of all the tomorrows are in the seeds of today."

(Indian Proverb)

"The beautiful life does not depend on how happy you are, but how happy the others because of you."

(Unknown)

*I lovingly dedicate this
thesis to my beloved
mother, siblings,
and friends.*

ACKNOWLEDGEMENTS

Firstly, I would like to express my highest gratitude to Allah SWT, the Merciful who gives me strength and patience so that I am able to finish this final project.

In this occasion, I would like to express my appreciation and gratitude to Drs. Suhaini M. Saleh, M.A. as my first advisor, whose great patience, guidance and encouragement led me to finish my final thesis project. My deepest thank is also devoted to Ari Purnawan, M.Pd, M.A. as my second advisor, who carefully gave me valuable suggestions and corrections to complete this final project.

I would like to extend my great honor to all lecturers of English Education Department for giving me precious knowledge during my study at Yogyakarta State University. The deepest thank is also forwarded to the principal of SMPN 5 Depok and to Dra. M. Dwiyantri R, the English teacher in the eighth grade, who gave me a chance to do my research. To Nindya, Adit, Topik, and Nenty, thank you for everything we shared together. Last but not least, my special gratitude is also forwarded to my beloved parents, brothers, and sisters who gave me spirit to finalize my study.

I realize that this thesis is far from being perfect. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this thesis.

Yogyakarta, 10 October 2013

Krisnanto

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
PERNYATAAN.....	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xi
LIST OF FIGURE	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv

CHAPTER I: INTRODUCTION

A. Background of the Study.....	1
B. Identification of the Problem	3
C. Limitation of the Problem.....	4
D. Formulation of the Problem.....	4
E. Objective of the Study.....	5
F. Significance of the Study.....	5

CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review	7
1. English Language Teaching.....	7
2. The Nature of Speaking.....	11
a. Definition of Speaking	11
b. Fluency and Accuracy	15
c. Assessing Speaking.....	18
3. Teaching Speaking in Junior High School	20
4. Media.....	22
5. Comic Strips	24
B. Review of Related Studies	29
C. Conceptual Framework.....	30

CHAPTER III: RESEARCH METHOD

A. Type of the Research	33
B. Setting.....	34
C. Subject of the Research	34
D. Instrument	34
E. Data Collection Techniques	35
F. Data Analysis Technique	35
G. Validity and Reliability	35
H. Procedure of the Research	37

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A. The Sharpening of the Problem.....	40
--	-----------

1. Reconnaissance.....	40
2. Identification of the field problems	40
3. Research Problems	43
4. Determining the actions to solve the field problems	44
5. Action Plans	46
B. The Implementation of the Actions and Discussions	47
1. The Implementation of Cycle I	47
a. Plans of Cycle I.....	47
b. Action and Observation in Cycle 1	49
c. Reflection of Cycle 1.....	58
d. Findings of Cycle I	60
2. The Implementation of Cycle II	61
a. Plans of Cycle II	61
b. Action and Observation in Cycle II.....	64
c. Reflection of Cycle II	67
d. Findings of Cycle II.....	70
C. The Results of Speaking Test.....	72
CHAPTER V: CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS	
A. Conclusions.....	76
B. Implications	77
C. Suggestions	77
REFFERENCES	79
APPENDICES	81

LIST OF TABLES

	Page
Table 1: The Difference between Spoken Language and Written Language.....	11
Table 2: The Field Problems Found During the Teaching and Learning Process.....	41
Table 3: The Feasible Field Problems to be Solved	42
Table 4: The Comparison of the Actions in Cycle I and Cycle II.....	64
Table 5: The Improvements in Teaching and Learning Process of Speaking during Cycle I and Cycle II.....	71
Table 6: The Result of the Students' Speaking Skills in the Pre-test.....	73
Table 7: The Result of the Students' Speaking Skills in the Post-test	74
Table 8: The Result of t-test	74

LIST OF FIGURE

	Page
Figure 1: Action research cycles	33

LIST OF APPENDICES

	Page
Appendix 1 : Field Notes.....	82
Appendix 2 : Interview Transcripts	89
Appendix 3 : Observation Sheets.....	95
Appendix 4 : Pre-test	97
Appendix 5 : Post-test	99
Appendix 6 : Course Grid	101
Appendix 7 : Lesson Plans.....	106
Appendix 8 : Students' Score	121
Appendix 9 : T-test Result.....	124
Appendix 10 : Speaking Rubric	127
Appendix 11 : Questionnaires	133
Appendix 12 : Analysis of Questionnaire Data.....	135
Appendix 13 : Attendance List.....	139
Appendix 14 : Photograph	141
Appendix 15 : Letter.....	144

**IMPROVING THE ENGLISH SPEAKING SKILL OF CLASS VIIIA
STUDENTS OF SMPN 5 DEPOK IN THE ACADEMIC YEAR OF
2013/2014 THROUGH THE USE OF COMIC STRIPS**

**By Krisnanto
07202244127**

ABSTRACT

The objective of this research is to improve English speaking skill of the eighth grade students of SMPN 5 Depok using comic strips.

The type of this study was action research in nature. The steps of this research were reconnaissance, planning, conducting action, observation, and reflection. The participants of the research were the researcher, the English teacher, the collaborator, and students of grade VIIIA at SMPN 5 Depok. There were two forms of data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing students and the teacher, making field notes, and having the discussion with the teacher. Meanwhile, the quantitative data were obtained from the pre-test and the post-test. The qualitative data were analyzed by data collection, data display, reflection on data, data coding, data reduction, and conclusion. Meanwhile the quantitative data were analyzed using statistic software SPSS version 16 to find the mean and signification. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

In reference to the actions conducted in two cycles, comic strips improved students' speaking skill as justified in the following results. First, there is an improvement on students' involvement, motivation and self-confidence as most of the students perform their willingness and motivation in speaking practices. Second, there is an improvement on students' speaking skill as displayed in the increase of mean score from 67.13 and 68.90 (pre-test) to 73.23 and 72.93 (post-test).

CHAPTER I

INTRODUCTION

A. Background of the Study

As compared to other language skills, speaking may be assumed as the most important one, since the use of spoken language is more frequent in people's daily life as compared to the written language. In line with the role of English in this globalization era, the importance of speaking to be mastered also increases as it is used as the common way with which people communicate globally. Through mastering the skill of speaking English well, people then can gain their understanding of other people's different cultures and ways of life as well.

In many fields, such as business and academic matters, a good speaking skill is required for the people in general in order to achieve their certain objectives. Through having it, people can deliver the meaning they want to convey better so that later on they can also have the better coordination with others, in line with the aims they have and they intend to pursue. For example, good speaking skill is required for making an appointment, presenting something, having a discussion, and many more both in formal and informal occasion.

In line with this, however, many people out there still think that speaking, especially in the new language, is something which is hard to do. Firstly, this is because speaking happens in such a real time. It means that when people speak, they cannot revise what they say. Therefore, people need to be really careful in

saying their intention, especially in the foreign or second language. It is done in avoiding such a misunderstanding which can potentially happen in this case.

For the junior high school students in Indonesia, speaking English as a foreign language properly and appropriately may be such a great difficulty. There are still some problems which happen during their learning to speak in English well. For example, there are still students who are not confident and motivated to speak. Related to the process of teaching and learning of speaking in this case, usually the activities are not really encouraging or they seem boring since the use of media is also lacking. From the researcher's preliminary observation, this sort of condition somehow also happened in SMPN 5 Depok, Yogyakarta. The interaction in the classroom was not really good since it was dominated by the English teacher. Moreover, the method used by the teacher was conventional. Related to the students, they still had some difficulties related to the fluency and accuracy in speaking English as well.

Due to the real condition which happens for the junior high school students in Indonesia in general and especially in SMPN 5 Depok as mentioned above, it is necessary then to find certain ways to improve their speaking skills significantly. Among the various efforts which can be done, providing the new techniques, media, or methods related to the speaking teaching-learning process may be something considered effective in improving the students' speaking skill in this case.

B. Identification of the Problem

Based on the preliminary observation the researcher conducted previously, there were some problems in the teaching-learning process of speaking in Class VIII in SMPN 5 Depok. The problems here in general can be categorized into three aspects or elements. They are the teaching-learning process, teacher aspect, and student aspect.

From the aspect of teaching-learning process, the interaction which happened in the classroom was not really good. The lesson was somehow dominated by the teacher, and the students also were not given with more opportunity to speak by the teacher. More than that, the activities which were done in the class were not really encouraging the students to speak more and appropriately. Somehow, the atmosphere of the teaching and learning process of speaking here is quite boring.

In the aspect of teacher, the method used by the teacher was rather conventional. She mostly used a textbook as the main source of the materials. The English teacher also rarely used media which can interest the students to speak more in the class. Due to this condition, the teaching-learning process seemed boring, as stated earlier. In consequence, the teacher also had a difficulty in encouraging the students to speak more.

Lastly, about the student aspect, the students of Class VIII did not have a good motivation to speak English. This can be seen through their interaction which lack in the class. Some of the students laid down their head on the table although the learning process was still going. Moreover, they also were not really

confident in speaking. They felt so afraid to speak in front of the classmates. More than that, some of them felt so embarrassed when making any mistakes. They also had some problems about accuracy and fluency in speaking. About the fluency, many junior high school students could not speak English well and fluently because they did not have enough motivation and confidence. They were still afraid of making mistakes in speaking. Meanwhile, about the accuracy, many of the students still pronounced the words inappropriately. They usually also did not pay attention on the construction of the sentence they spoke.

Therefore, it was really necessary to find a solution so that the speaking skills of Class VIII students in SMPN 5 Depok can be improved. The use of certain media was suitable to involve in this study.

C. Limitation of the Problem

Based on the discussion with the English teacher of Class VIIIA in SMPN 5 Depok, considering the urgency and availability, the researcher limited the problems to be solved on two aspects. In this case, the researcher tried to improve the students' speaking skill both in the aspect of fluency and accuracy by using a media which effectively attracted the students to speak more. By doing this, the problem related to the use of media mentioned earlier can also be solved.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher decided to use comic strips in order to solve the problems in speaking. Moreover, in this research study, the researcher formulated the problems as follows:

How can the speaking skills of Class VIIIA students of SMPN 5 Depok in the academic year of 2013/2014 be improved through the use of comic strips?

E. Objective of the Study

The objective of this research study is to improve the speaking skills of Class VIIIA students of SMPN 5 Depok in the academic year of 2013/2014 through the use of comic strips.

F. Significance of the Study

This research study on improving the speaking skills of Class VIIIA students of SMPN 5 Depok in the academic year of 2013/2014 is expected to give a contribution to the following parties:

1. Theoretically:
 - a. To English Education Department of Yogyakarta State University, the researcher hopes that the result of this study can be a good reference to the topic of speaking skill as well as the use of comic strips in the teaching and learning process.
 - b. To the upcoming researchers, the result of this research study can be a valuable reference if only they want to discuss the topic of speaking skill and the use of comic strips in the teaching and learning process of English.
2. Practically:
 - a. To English teachers in SMPN 5 Depok, the result of this research study is expected to help them in gaining the students' speaking skill effectively.

- b. To the students of Class VIIIA in SMPN 5 Depok, this study is expected to improve their speaking skill.
- c. To the researcher himself, this study is hoped to give a good experience in doing a research study and to gain his awareness of the importance of speaking skill in daily life.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English Language Teaching

Determining an effective teaching and learning process requires some considerations to include. Especially when it is related to the teaching of a foreign language, people, specifically the language instructors or teachers should realize the aspects of the teaching learning process in order to plan the more appropriate lesson for their learners. In the past, the term ‘foreign language’ was most widely used in contrast to ‘native language’ (Stern, 1991). In recent decades the other term ‘second language’ has been increasingly applied for all types of non-native language learning. Mostly the two are used synonymously, but in certain cases a conceptual distinction is expressed in the use of ‘second’ or ‘foreign’.

In this case, foreign language learning is often undertaken with a variety of different purposes in mind, for example, travel abroad, communication with native speakers, reading of a foreign literature, or reading of foreign scientific and technical works. In line with teaching of language in general, Brown (1994, in Richards and Renandya, 2002: 16) mentions ten considerations which are the principles of language learning and teaching reasonably well accepted. Those principles are the characteristics of good language learner the teachers need to foster among students in language classrooms. They are:

1. Lower inhibitions
2. Encourage risk taking
3. Build students' self-confidence
4. Help students develop intrinsic motivation
5. Promote cooperative learning
6. Encourage students to use right-brain processing
7. Promote ambiguity tolerance
8. Help students use their intuition
9. Get students to make their mistakes work for them
10. Get students to set their own goals

In relation to this, Richards and Renandya (2002) also state that there is a clear connection between the ability of the language teachers to specify the intent of instruction clearly, and the belief that students can achieve accuracy in the instructional tasks. It is also believed that there is a link between the organization and delivery of instruction such that tasks and institutional demands reflected this intent, requiring intended student responses. Lastly, the fidelity of student consequences with intended outcomes may also influence each other in this case. In line with this, Blum (1984, in Richards & Renandya, 2002) points out the twelve characteristics of effective teaching identified below:

1. There is a guide from the preplanned curriculum for each instruction.
2. For the students' learning, there can be some high expectations.
3. The learners are oriented to lessons carefully.
4. The instruction given here is focused and clear.
5. There is a close monitor over the learning progress.
6. The students are retaught when they do not understand.
7. The class time is used mostly for learning.
8. Efficient and smooth classroom routines are included.
9. The groups made in the classroom should fit the instructional needs.
10. The standard of classroom behavior is high.
11. The personal interaction between students and teacher is positive.
12. The rewards for students are given to promote excellence.

Related to the process of language teaching, the role of the teaching materials is also significant. Therefore, this aspect of the teaching and learning process should also be known well by the English teachers. In this case, Richards and Renandya (2002: 84) provides some criteria for the effective teaching materials in language teaching. First, the language is functional and it must be contextualized. Then, the language development in this case requires learner engagement in purposeful of language. The language used must be authentic and realistic as well. Next, the classroom materials will usually seek to include an audio visual component. In this modern, technologically complex world, the language learners need to develop the ability to deal with written as well as spoken genres. Furthermore, the effective teaching materials should foster learner autonomy. In line with this, the materials have to be flexible enough to cater to individual and contextual differences. Lastly, the learning needs to engage learners both affectively and cognitively.

Related to the process of teaching a language, Stern (1991: 75) mentions some aspects which can influence the way of teaching. They are:

- a. Our informal childhood language learning (first and second language)
- b. The way we were taught languages at school and how we responded to
- c. Other formal or informal second language learning experiences as an
- d. What people in our milieu think and say about languages, language
- e. Language training at university or college, or other language-related
- f. Any formal language teacher training we may have had;
- g. Our past and present language teaching experience;
- h. Discussions with other language teachers, professional conferences, inservice training, meetings of language teachers' associations;
- i. Reading on language pedagogy including books or articles in professional or popular reviews.

Furthermore, Stern (1983, in Hall, 2011: 184) also gives a model and the example about the immediate and wider social context of ELT includes a range of issues that may affect teaching, learning and the L2 classroom. The first one is the linguistic factors. The examples of the factors are the extent to which English may already be used within the learners' local, regional or national community, or the degree to which multilingualism is accepted as the norm. The next factors are socio-cultural factors like the perceived economic, political and cultural status of English or a particular variety of English and, consequently, its relationship with other languages in a community. The next ones are the historical/political factors. For example, policy shifts towards or away from, teaching English based on attitudes towards the British Empire and imperialism or towards current US influence in the world. The next one is the geographical factors for example the Central and South American Economic and technological developments. For example, English may be seen as important for economic development or, from a very different perspective, the cost of ELT materials and technological equipment (e.g., computers), and the economic resources available, will affect teaching and learning in many contexts. The last ones are the educational factors.

As English nowadays is also changing, there can be some dilemmas for the English language teaching classroom. As Stern (1983, in Hall, 2011) notes, for English language teaching (and for all language teaching), society and culture are more than background and even more than context. What happens in a language classroom is inseparable from its socio-cultural context. Graddol (2006, in Hall, 2011) states that English is now spoken by almost two billion people, and in

almost every country of the world. For some of them, English is a first language; others use English in countries such as India or Nigeria where it is an official or institutionalized second language. Due to this, therefore, for the process of teaching of English, the teachers should then take into account more considerations in line with this.

2. The Nature of Speaking

a. Definition of Speaking

Speaking can be categorized as a productive skill since it “... consists of producing systematic verbal utterances to convey meaning” (Nunan, 2003: 48).

This is also because in speaking the learners generate language in speech. Many people think that speaking is easy to do, but some others argue that it is difficult.

In this case, Nunan also states that

“Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.”
(Nunan, 2003: 48)

In line with this, Van Lier (1995) in Nunan (2003: 48) also mentions some differences of spoken language and written language. This can be shown from the table below.

Table 1. The Difference between Spoken Language and Written Language

Spoken language	Written language
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception

Prosody (rhythm. Stress intonation)	Punctuation
Immediate feedback	Delayed/no feedback
Planning and editing limited by channel	Unlimited planning, editing, revision

In line with this, Nunan (2001: 26) also states that:

Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciations. There is often a great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references (they tend to say ‘thing’, ‘it’ and ‘this’ rather than ‘the left-handed monkey wrench’...

Furthermore, Brown (2001: 272) also states the micro-skills of oral communication. They are:

- a. Produce chunks of language of different lengths.
- b. Orally produce differences among the English phonemes and allophonic variants.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. Se grammatical word classes (nouns, verbs, etc.). systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.
- l. Accomplish appropriately communicative functions according to situations, participants, and goals.
- m. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

- p. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

More about speaking, there are actually some elements of speaking, as stated by Harmer (1983: 269). The first one is related to the language features. In this case, the language features may include the ability to use the connected speech, expressive devices, lexis and grammar, and negotiation language appropriately. Meanwhile, the other element of speaking is about the ability to process information and language. The mental or social processing here includes the language processing, interacting with others, and also the (on-the-spot) information processing. In this case, the successful oral communication involves developing (Nunan, 2001: 32):

- a. The ability to articulate phonological features of the language comprehensibly;
- b. Master of stress, rhythm, intonation patterns;
- c. An acceptable degree of fluency;
- d. Transactional and interpersonal skills;
- e. Skills in taking short and long speaking turns;
- f. Skills in the management of interaction;
- g. Skills in the negotiating meaning;
- h. Conversational listening skills (successful conversations require good listeners as well as good speakers);
- i. Skills in knowing about and negotiating purposes for conversations;
- j. Using appropriate conversational formulae and fillers.

Numerous attempts have also been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions of it, which focus on the exchange of information. Due to this, the types of criteria we

use to assess a speaker's oral performance during a classroom activity will depend on which kind of talk we are talking about and the functions as well as the kind of classroom activity we are using.

There are also some classroom techniques and tasks which are beneficial to do in a speaking class. The first one is information gap. It is actually useful where a person has some info the other does not have. The second one is jigsaw activities. These are the ones which are bidirectional or multi directional information gap. The next one is role-plays, which occur in the safe environment of classroom. Here, doing the more elaborate simulations than the role-plays may be great. Lastly, the contact assignments may be nice to do since it involves sending the learners out of the classroom with a stated purpose to talk to the people using the target language.

In relation to this, there are also some criteria for the speaking tasks mentioned by Thornbury (2005: 90). They are:

a. Productivity

In this case, an activity of speaking should be language productive.

This is to provide the best condition for the use of autonomous language.

b. Purposefulness

It must have such a clear outcome specifically which requires the learners to work together in the attempt of achieving certain purposes.

c. Interactivity

It must require the learners to consider the effect they have on their audience.

d. Challenge

The task in this case must stretch the learners. It is done so that they can be forced to draw on the communicative resources which are available to achieve the outcome.

e. Safety

It must be confident and challenged. It should also be without too much risk.

f. Authenticity

It must have a relation to the use of language in real life situation.

From the previous explanation about speaking skill, it can be concluded here that the speaking skill is a productive one in which the language is generated by the learners in the form of speech. This happens in the real-life situation, so this is almost impossible for the people to edit and also revise the things they wish to say.

b. Fluency and Accuracy

Fluency and accuracy may be two terms which usually relate to speaking skill. According to Nunan (2003), accuracy is the condition when the speech of the learners matches what the people say in using the target language. For the teachers who wish to improve the students' fluency, they should not constantly

interrupt the students to correct their oral errors. Here, they need to be aware that to make a mistake is something natural in new language learning.

Meanwhile, fluency in this case refers to the extent to which learners use the target language confidently and also quickly. Here, they do not have any hesitation or any pause which is unnatural. Moreover, there is also not a false start, word search, and many more. An activity that was designed to bring about an increase in fluency also resulted in a reduction of errors and an increase in grammatical complexity. As the ease increases with which learners make use of what they know, then they are able to give more attention to the quality of what they use. According to Skehan (1998, in Nation and Newton, 2009), fluency is typically measured by the speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses.

In relation to this, Brown (2001) also points out that fluency and accuracy are the important goals in CLT (Communicative Language Teaching). In this case, fluency in many courses can be such an initial goal in the teaching, while accuracy is achieved through allowing the students to focus on certain elements like phonology, grammar, and discourse in their spoken output. Moreover, he also adds that

The fluency/accuracy issue often boils down to the extent to which our techniques should be message oriented (or, as some call it, teaching language use) as opposed to language oriented (also known as teaching language usage). Current approaches to language teaching lean strongly toward message orientation with language usage offering a supporting role.”

Brown (2001: 269)

More specifically about the fluency, Nation and Newton (2009: 151) state some characteristics of fluency in all skills. They are:

1. The fluent use of language includes the processing of language in real time. This can mean what the language learners should be able to demonstrate fluency when they take part in meaning-focused activity. More than that, they need to do it with speed and ease without holding up the flow of talk. In line with this, there are some observable signs that can be used to measure changes in fluency according to Arevart and Nation (1991). They are speech rate (as measured in words or syllables per minute), number of filled pauses and number of unfilled pauses.
2. The fluent use of a language does not require a great attention as well as any effort from the learner.
3. Considering the four goals of Language, Ideas, Skill, Text (LIST), a fluency can be a skill. However, it actually depends on quality of knowledge of the language, and its development involves the addition to and restructuring of knowledge, in essence it involves making the best possible use of what is already known.

Newton and Nation (2009: 152-3) continue stating that fluency is likely to develop if some conditions are met. The first one is that the activity is meaning-focused. The learners' interest is on the communication of a message and is subject to the real time pressures and demands of normal meaning-focused communication (Brumfit, 1984: 57). The second one is that the learners must take

part in activities where all the language items are within their previous experience. From the point of view of fluency, this activity has these important features. First, the user is encouraged to process a large quantity of language. Second, the demands of activity are limited to a much smaller set than would occur in most uncontrolled learning activities. Third, the learner is helped to reach a high level of performance by having the opportunity to repeat and by the challenge of decreasing time to convey the same message. Then there should be a support and encouragement for the learner to perform at a higher than normal level. Related to this, there are some brief suggestions of things to do before the fluency activity begins mentioned by Newton and Nation (2009: 155). They are as follows:

1. Brainstorming the topic
2. Pre-reading the topic
3. Observation of others doing the activity
4. Repeated opportunities to do the activity
5. Preparing and practicing in the first language
6. Prediction activities

From the explanation about fluency and accuracy in the speaking skill given above, it is then really necessary for the English teacher to develop both aspects as the aim in the teaching and learning process of speaking in the classroom. First of all, they need to focus more on the fluency by giving the students more opportunity to speak confidently in the classroom. After that, the accuracy can later be improved by using certain techniques they plan.

c. Assessing Speaking

In assessing the students speaking performance, there can be some ways the teachers can do. In this case, they can use a placement test which does not include any spoken component. In this case, this test can provide an inadequate

basis for assessing speaking, and the same can be said for any test of overall language proficiency, whether it aims to test progress during the course, or achievement or the end of it.

Like any other tests, there are some weaknesses of this test. It can spend much time, and the disruption may also happen. More than that, “different testers may have very different criteria for judging speaking...” (Thornbury, 2005: 125).

In line with this, there can also be some types of spoken tests to use in assessing speaking. They are:

a. Interviews

It is easy to do, especially when it is done in separate room

b. Live monologues

In this case, the candidates prepare and present a short talk on a pre-selected topic

c. Recorded monologues

This type of test may be less stressful for the learners.

d. Role-plays

e. Collaborative tasks and discussions

In assessing the students' speaking skill or performance, there are some aspects the English teachers or instructors need to carefully have a look at and monitor. Among the many sub-skills of speaking, there are only two aspects in general to be assessed in a speaking class. They are fluency and accuracy. Usually, English teachers use a speaking rubric to assess these both aspects based on certain indicators. More than that, in assessing the students' speaking

performance, there are some other things to consider during the process. The first one is grouping. If only the assessment is done in groups, teachers should know the role of each student in the group. Moreover, consider also the time allocation since the speaking performance can take much time, especially when it is done individually or in small groups. Lastly, the setting must also be considered here, especially when there is an involvement of the native speakers outside the classroom for the speaking assessment.

From the given explanation on how to assess students' speaking skill in the form of performance, it can be said that there are some considerations which need to be carefully included in the plan of the assessment. This is done so that the process of the assessment can result in the more objective result anyway.

3. Teaching Speaking in Junior High School

The importance of the oral skills cannot be neglected in courses concerning both EFL (English as a Foreign Language) and ESL (English as a Second Language). This can be witnessed from the large number of speaking course books in the market available nowadays. In this case the English teachers and also textbooks have made use of a variety of approaches. They range from the direct approaches which focus on the specific features of oral interaction, for instance turn-taking, topic management, and questioning strategies, to the indirect approaches which create some conditions for the oral interaction through the use of group work, task work, and other strategies (Richards, 1990 in Richards, 2008).

In speaking and listening, the activities mostly related to getting something done, exploring ideas, working out some aspect of the world, or simply being

together. Meanwhile, in writing, the learners tend to create a record, commit events or moments to paper. In line with this, Luoma (2004 in Richards, 2008) cites some of the features of spoken discourse. They are presented below:

- a. Composed of idea units (conjoined short phrases and clauses)
- b. May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- c. Employs more vague or generic words than written language
- d. Employs fixed phrases, fillers, and hesitation markers
- e. Contains slips and errors reflecting online processing
- f. Involves reciprocity (i.e., interactions are jointly constructed)
- g. Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context

In the process of teaching and learning of speaking, the learners need to know how speakers differ from one another (Wallace & Walberg, 2004). More than that, they should also be aware of how particular circumstances call for different forms of speech. In line with this, they have also to learn how speaking styles affect listeners. Therefore, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another. This will also be useful for the students to know that speech must differ in formality, for instance when speaking to a judge, a teacher, a parent or a playmate. They may also benefit from learning about the differences among various dialects.

Related to the teaching of speaking in junior high school, Harmer (1983: 138) states that teaching the secondary school students is relatively difficult.

However, Ur (1996, in Harmer, 1983) suggests that “the teenage students are in fact overall the best language learners”. Related to this, Harmer further adds that

It is widely accepted that one of the key issues in adolescence, especially perhaps the west, is the search for individual identity, and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the students than the attention of the teacher which, for younger children, is so crucial.

Harmer (1983: 39)

Here, the students may push the teacher to the limit. However, they will be much happier if that challenge is met, especially when the teacher can actually manage and control them, and also if this is done in a constructive and supportive way so that the teacher may help rather than shout (Harmer 1983). Due to this, the teacher needs to decide whether a particular activity in the classroom is designed to expect the students or not. The activity here should also complete accuracy-as in the study of piece of grammar, a pronunciation exercise or some vocabulary work for example.

4. Media

In teaching speaking or other language skills, the use of media may be such a great aspect to improve the quality of teaching-learning process in general. In general, media are physical things, aids or tools for learning instruction. In this case, Burden and Byrd (1998) define instructional media are audiovisual materials, books, and other duplicated materials which can serve some instructional functions. There are some kinds of media, like pictures, projected visuals, videos, audio media, multimedia, computer-based instructional media, textbooks, etc. Related to this, Kemp and Smellie (1989) in Burden and Byrd

(1998: 13) also points out some results of using instructional media appropriately.

They are as follows:

- a. The content of a topic can be more carefully selected and organized.
- b. The delivery of instruction can be more standardized.
- c. The instruction can be more interesting.
- d. Learning becomes more interactive when applying accepted learning theory.
- e. The length of time required for instruction can be reduced.
- f. The quality of learning can be improved.
- g. The instruction can be provided when and where desired or necessary.
- h. The positive attitude of individuals toward what they are learning and to the learning process itself can be enhanced.
- i. The role of the instructor can be enhanced.

Furthermore, the proper use of media during the teaching and learning process can actually improve the learning. Media actually have a key role in the design and use of systematic instruction. A medium is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes (Gerlach & Ely, 1971).

Therefore, a good planning should be made in using the media. In order to maximize the effects of the media, the media used should be selected by teachers to help the learners achieve the specific objectives by using some considerations, like the condition of the learners, the learning process, the subject presented, and the instructional activities as well so they can serve some purposes such as to motivate an interest or a degree of action, to present information, and to provide instruction.

5. Comic Strips

“Comics is a rich and complex narrative art form and many students are clamoring to use comics to tell their stories” (Abel & Madden, 2009). Here, a comic is usually used for teaching writing in English class, as an input. However, this can also be used for teaching speaking as well, especially for the language expressions. In line with this, MacGregor (1996 in Lang 2009) states that in the past, comic books were so unsound educationally since their use was assumed to lead to mental stagnation. However, nowadays teachers and publishers have realized that comic strips have a widespread appeal to all age groups and levels of society because they reflect authentic language and culture.

Meanwhile, according to Liu (2004: 229), a comic strip is “a series of pictures inside boxes that tell a story”. Among the genres which are visual, comic strips catch many researchers’ attention greatly. It is because they are communicative, popular, accessible, and readable, and they combine aesthetic perception with intellectual pursuit. Comic strips communicate using two major media-words and images-a somewhat arbitrary separation because comic strips’ expressive potential lies in skillfully employing words and images together. Moreover,

Comic strips have also been used to teach second or foreign languages. Ousselin (1997) argued that teaching business culture and terminology requires a variety of pedagogical resources. He suggested that comic strips, because they are versatile, easy to use, and culturally relevant, can complement textbooks and activities commonly used in business French courses. Williams (1995) investigated how comic books can be used as instructional materials for ESL students with low intermediate-level English language skills, and with limited discourse and interactive competence. Williams found that using comic strips in second language classrooms can guide students to hypothesize about the cartoons language,

raise awareness of pragmatics, and emphasize language' underlying regularity.”
Liu (2004: 230)

Furthermore, McCloud (1994) in Muniran & Yusof (2008) mentions that comic uses sequential pictures to deliver information. Meanwhile, Edmunds (2006 in Tiemensma, 2009) states that comics are part of print in the information society. Comics are a pervasive and influential media form of popular culture. For many years comics were only regarded as recreational reading, but comics become more accepted as a legitimate form of art and literature and they are making their way into classrooms

In line with this, although the basic concept and definition of comics and graphic novels are similar, the presentation and format of these two mediums are different (Lee, 2004 in Muniran & Yusof, 2008). Normally, comics are produced serially in a pamphlet or magazine format, with a light and easy theme as the story background. Graphic novels on the other hand require a much more structured and complex storyline using heavier themes as compared to the comics. The production quality of these graphic novels are normally superior than the normal comic magazines with full color printing on glossy paper and hardcover binding in a thick book size format. Because of that, the physical difference and the intellectuality of this medium should be fully comprehended (Laycock 2008 in Muniran & Yusof, 2008).

Comics have some components, according to Saraceni (2003 in Tiemensma 2009). They are:

- a. The panels: Each page is normally composed of a number of rectangular frames named panels.
- b. The gutter: Each panel is separated from the others by a blank space called the gutter.
- c. The balloon: The use of balloons, in which text is inserted and imposed into the panel which contains the pictures, is one of the principal characteristics of comics. Balloons may report speech or thought. The tail of the balloon indicates the character who is speaking or thinking.
- d. The caption: The caption is not inside the panel, but is always a separate entity, at the top or bottom of the panel.

Moreover, Lang (2009) also mentions some inherent characteristics that make comics really attractive as an educational tool. They are:

- a. a built-in desire to learn through comics
- b. easy accessibility in daily newspapers
- c. ingenious way in which this authentic medium depicts real-life language, people and society
- d. variety of visual and linguistic elements and codes that appeal to students with different learning styles

There are also different and individual styles of the comics made by the artists nowadays. The first one is cartoony style. In this case, the artist used the comic effects as well as the variation of the line widths. Here, the characters tend to have simplified and rounded anatomy. Meanwhile, the other style is realistic

style which actually focuses more on realistic anatomy and shapes. In relation to this, according to MacGregor (1996 in Lang 2009), comics can be used

- a. to practice describing characters using adjectives
- b. to learn synonyms and antonyms to expand vocabulary
- c. to introduce culture-specific onomatopoeia words that imitate what they represent
- d. to practice writing direct speech and reported speech
- e. to introduce paralanguage
- f. to practice formation of different verb tenses
- g. to practice telling the story of a sequentially- ordered comic strip that has been scrambled up;
- h. to reinforce the use of time-sequence transition words to maintain the unity of a paragraph or story

In general, motivation is actually really important in language learning process. Especially for teenagers and young adults, the use of comic strips is really effective in gaining the students' interest. Csabay (2006) mentions that comic is usually made funny. Because of that, applying the comics to methodological purposes will result in the relatively same effect as using games in teaching English. The use of comic strips here can give a cheerful atmosphere into the class. Furthermore,

Comics have a story line; therefore, they have a conclusion or at times a punch line. This way the reader, in this case the student, is "motivated to continue reading and to become more involved in the content than in the language (Brown 1994, 227).
(Csabay, 2006: 24)

Due to this, the students may be really curious about the story, and they will remember the expressions, words, and the grammatical forms in the easier way. Through the use of comic strips, students can also gain the vocabulary mastery which later on can also help them in speaking. More than that, the grammatical competence of the students may also be introduced, practiced, and therefore improved.

The visual nature of the comic strips can significantly gain the students' motivation, especially when they are colored ones. Due to the picture, the students can memorize and also recall the word or expression easily. Moreover, the visual aspect also makes it great to improve the communicative competence of the students. Through the comic strips, students can know the life-like situation and expression used in spoken, colloquial language. For instance, they may know more about idioms, slang, reduced forms, and many more which are related to the shared cultural knowledge. Consequently,

“... comic strips help students to deal with spoken and even informal language, preventing them from sounding “bookish,” as students might when they are only exposed to written, formal language. Another advantage of the visual nature of comic strips is that they show the gestures and the body language of the characters.”

(Csabay, 2006: 25)

As stated by Versaci (2005, in Muniran & Yusof, 2008: 125), comics and novel graphics can express ideas, create characters and raise issues in a complex storytelling form and it is more interesting compared to the other form of literature such as poems, novels or even films. The advantage and strength of comics and graphic novels medium lies on its successful combination of texts and visuals. Because of the reasons above, the use of comic strips may then be really

important in speaking class, to also gain the communicative competence which includes the nonverbal communication.

One of the most significant elements is picture. In this case, the role of pictures in comic strips may be important since it can be really interesting to use in the learning process. Moreover, using pictures in general has some benefits. Pictures can create inspiration, and also stimulate the students' creativity through languages. More than that, they can also provide learners with a good topic to speak.

Pictures can be an input in order to attract the students' attention and mind to the function of language that would be taught. Pictures also represent images from the real objects. Pictures can also help to prevent and correct misconceptions, reduce uncertainty, nervousness, and confusion. More than that, by using pictures, students can generate their ideas in the teaching-learning process of speaking. Lastly, pictures are practical, widely available, cheap, and easy to use for the classroom activities.

B. Review of Related Studies

There are some related studies which can show the effective use of the comic strips in improving the teaching-learning process of English, especially in speaking skill. The first one is the study done by Abel and Madden (2009). Their study concerns on the use of comics in the English classroom. From their study, it can be found that comics are a rich and complex narrative art form and many students are clamoring to use comics to tell their stories. Here, a comic is usually

used for teaching writing in English class, as an input. However, this can also be used for teaching speaking as well, especially for the language expressions.

Then, the next study is the one done by Liu (2004). In this study Liu investigates the effects of comic strips in L2 learners' reading comprehension. From the study, it is found that among the genres which are visual, comic strips catch many researchers' attention greatly. It is because they are communicative, popular, accessible, and readable, and they combine aesthetic perception with intellectual pursuit.

Other studies about comic strips are also done by Muniran and Yusof (2008) and Tiemensma (2009). In their study, Muniran and Yusof give more attention to the use of comics and graphic novels in school and libraries to promote literacies. From this study, it is found that the early perception that comics was nothing more than just cheap entertainment has changed. this medium then have much more potentials in helping and contributing towards reading literacy among students in different stages of education. On the other hand, Tiemensma investigates the visual literacy, on the effort of promoting literacy through the use of comics as well. From this study, it is found that comics can motivate reluctant readers, engage children in reading, develop the comprehension and language skills of second-language learners and teach visual literacy.

C. Conceptual Framework

As mentioned in the previous chapter, the problems to be solved in this research study are related to the aspect of students, including the accuracy and fluency and also the media in the teaching-learning process of speaking in Class

VIIIA of SMPN 5 Depok in the academic year of 2013/2014. In this case, based on the elaboration of the theories given earlier, both of the problems mentioned earlier can actually be solved by using comic strips.

The fluency of the students in speaking is mainly influenced by their motivation and also confidence in speaking. As stated earlier, fluency refers to the extent to which learners use the target language confidently and also quickly. Here, they do not have any hesitation or any pause which is unnatural. Moreover, there is also not a false start, word search, and many more. In fact, based on the preliminary observation conducted by the researcher, many of them were still afraid of making mistakes. By using comic strips, this problem can actually be solved effectively. It is because comic strips here can give a cheerful atmosphere into the class in general. Applying the comics to methodological purposes will result in the relatively same effect as using games in teaching English (Csabay, 2006). In addition to this, the role of pictures in comic strips can also create more interesting teaching and learning situation, since the pictures can effectively attract the students to involve themselves more in the teaching learning process.

Meanwhile, according to Nunan (2003), accuracy is the condition when the speech of the learners matches what the people say in using the target language. In this case, using comic strips in the teaching and learning process of speaking can actually help the learners to understand more about the expressions being taught. Furthermore, they can also learn about the expressions through the comic strips, since they provide the visual expressions from the picture. In this case, the improvement of the students' accuracy in speaking is directly influenced

by their fluency. Due to this condition, the use of comic strips can also improve the students' speaking accuracy as it also develops their fluency.

Related to the problems of media, the use of comic strips can be effective to use in speaking class. As said previously, through using the comic strips, students can know the life-like situation and expression used in spoken, colloquial language. For instance, they may know more about idioms, slang, reduced forms, and many more which are related to the shared cultural knowledge.

Moreover, the pictures included in the comic strips can create inspiration, and also stimulate the students' creativity through languages. Furthermore, they can also provide learners with a good topic to speak. Due to this, the students may be really curious about the story, and they will remember the expressions, words, and the grammatical forms in the easier way.

Through the use of comic strips, students can also gain the vocabulary mastery which later on can also help them in speaking. It is because they are communicative, popular, accessible, and readable, and they combine aesthetic perception with intellectual pursuit. Comics have a story line; therefore, they have a conclusion or at times a punch line. This way the reader, in this case the students can be motivated to continue reading and to become more involved in the content than in the language. Moreover, the grammatical competence of the students may also be introduced, practiced, and therefore improved. Therefore, based on the explanation above, it can be concluded that comic strips can improve the speaking skill of Class VIIIA students of SMPN 5 Depok in the academic year of 2013/2014 effectively.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The type of this research study is classroom action research. This study is also collaborative in nature. It means that the researcher will collaborate with the English teacher to conduct the research. People doing an action research want to investigate what is happening in their particular situation and try to improve it. They not only observe and describe what is happening but also take action.

The action research was conducted through the process below

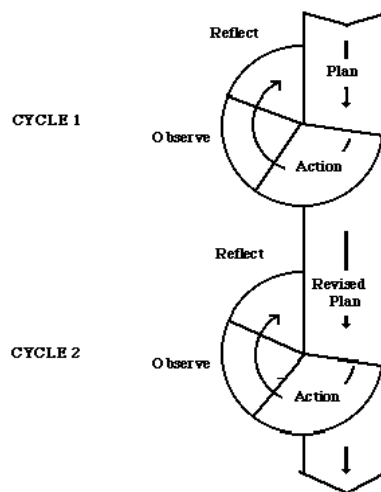


Figure 1 Action research cycles (Burns, 1999: 33)

From the figure above, it can be seen that the action research process consists of more than one cycle. The process of determining the field problems to be solved then is followed by the process of making plan. Then, the plan is implemented in the action stage. The process of implementation is observed then

the result is reflected in order to obtain the result of the cycle. If only there are still some problems not solved yet, the plan is revised to be implemented and monitored as well in the next cycle, until all the problems are solved.

B. Setting

This research study was done in SMPN 5 Depok, involving 30 eighth graders from a class. The junior high school is located in Karanggayam. In this school, the students mostly learn English speaking in the classroom. The process of teaching and learning is guided and dominated by the English teacher. In the speaking classroom, the teacher usually uses a textbook and rarely includes the use of media to interest the students.

The research study was done in two months, from August 2013 until September 2013, for the preliminary observation, planning, and the implementation of the use of comic strips in two cycles.

C. Subject of the Research

This research study included 30 students of Class VIIIA at SMPN 5 Depok in the academic year of 2013/2014. Furthermore, this study also involved the English teacher of SMPN 5 Depok to give opinion about the implementation of comic strips in the teaching-learning process. A collaborator involved in this research study to do an observation during the process. The collaborator gave opinion about the implementation of comic strips.

D. Instrument

The researcher obtained data using in depth interviews, observations, and questionnaires. The data from the interview were in the interview transcripts. The

data from the observation were in field notes. In this case, the researcher uses an interview guideline to know the teacher and collaborator opinion on the implementation. The field note was used to know the students' responses and motivation during the implementation. Meanwhile, the questionnaire was used to indicate the students' expectation about the use of comic strips before the implementation.

E. Data Collection Techniques

The process of data collection in this study was done using the instruments. All the data in this study were the performance scores, opinions, obstacles, and expectation of the action implemented from the research members. The data collected through class observation, questionnaires, and in depth interview with the research members.

F. Data Analysis Technique

To analyze the data which are already obtained, the researcher used triangulation to interpret the data. The result of the triangulation indicated the effectiveness of the use of comic strips in improving the Class VIIIA students' speaking skill. Meanwhile, to know the performance result of the students' in speaking, the researcher used a rubric.

G. Validity and Reliability

As stated by Anderson in Burns (1999), there are five criteria to fulfill the validity of a research, namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. They are given below:

1. Democratic validity

It is related to the extent to which researcher is truly collaborative. This study tries to fulfill the criterion by doing such interviews with the students and having discussion with the English teacher in finding and selecting problems to be solved.

2. Outcome validity

It is related to the notion of action leading to outcomes that are “successful” within the research context. This research is expected to be able to solve more than one problems in teaching-learning process, for example ones which are related with writing skills, motivation and involvement.

3. Process validity

It is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having discussion with the school principal in the scheduled time initiated the process of this study.

4. Dialogic validity

It is related to the extent that parallels the process of collaborative enquiry or reflective dialogue with “critical friend” or other participants. Asking the teacher to act as an observer who observe and report the students’ reaction during the teaching and learning process fulfilled this criterion.

5. Catalytic validity

It is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it.

Meanwhile, the reliability will be obtained by giving genuine data, such as the field notes, interview transcript and other records. To obtain the trustworthiness, Burns (1999) proposes four triangulation techniques, and three of them will be used in this research study. The techniques are explained as follows:

a. Time triangulation

The data are collected at one point in time or over period of time to get a sense of what are involved in the processes of the changes.

b. Investigator triangulation

More than one observer is involved in the same research setting to avoid observer being biased and to provide checks on the reliability of the observation.

c. Theoretical triangulation

The data are analyzed from more than one perspective.

H. Procedure of the Research

In this study, there are five steps in the procedure of this research, namely thematic concern-reconnaissance, plan of action, action, evaluation, and reflection. Each of them is explained below:

1. Thematic Concern – Reconnaissance

In the beginning of this study, the researcher did the reconnaissance through a preliminary observation about the speaking teaching and learning process in SMPN 5 Depok. This step was done to identify crucial problems. After the observation was done, he gave questionnaires to the students.

The researcher then decided the problems occurred in the teaching and learning process based on the data from the observation and questionnaires. The problems selected by the researcher's opinion, obstacles, and weakness as well as the discussion with the English teacher.

2. Planning

Based on the problems selected, the researcher made a plan of action to solve the problem on the speaking skill for the students of SMPN 5 Depok. In this case, the researcher used comic strips to overcome the problem mentioned. There were also some indicators on the success of the implementation.

3. Action or Implementation

In this step, the researcher implemented the plans of the action made previously. The action of this study was done in two cycles. During the implementation of the cycles, the data was obtained from the field notes, interview, and questionnaires.

4. Evaluation

After the cycle finished, there was evaluation about the implementation of comic strips in improving the students' speaking skill. The data taken from the

field notes, interview, documentation, and questionnaires was also be considered here. Based on the indicators formulated, the result of the cycle was defined. There are still some negative results in the teaching and learning process, the cycle will be modified to be applied in the next cycle.

5. Reflection

After the action was done, the researcher did reflection to find the ways to improve the use of comic strips in gaining the students' speaking skill.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents matters concerning research findings and discussion. These are presented in three headings: research procedure and findings, the implementation of the action and discussion, and result of pre-test and post-test on the students' speaking skills.

A. The Sharpening of the Problem

To give clear understanding on the research process, the description of steps in action research suggested by Kemmis and McTaggart (1988) with some modification is presented as follows:

1. Reconnaissance

The research process began with the formulation of the problems identified in the field. To identify the field problems, the researcher conducted some observations and interview with the English teacher and the students. The observations were conducted in two meetings. The observations were done on August 21th and 22th 2013. The field problems occurred during the teaching and learning process could be seen in Table 4.1.

2. Identification of the Field Problems

From the observation and interview, it could be identified that there were many problems in the process of teaching and learning at class VIIIA SMPN 5 Depok. The problems were related to both the teacher and the students. To make it

easier to analyze each problem, the researcher presented them in the following table.

**Table 2. The Field Problems Found During
the Teaching and Learning Process**

No.	Problems Found	Indicators
1.	The students had low motivation to learn and to speak English.	<ol style="list-style-type: none"> 1. Some students did not not answer the questions from the teacher. 2. Some students did not do the tasks that were given by the teacher.
2.	The students had difficulty in following the lesson.	<ol style="list-style-type: none"> 1. The teacher explain the materials more than once. 2. The students gave wrong answers when the teacher asked then questions.
3.	The students were shy and afraid to speak in English.	<ol style="list-style-type: none"> 1. Some students kept silent when being asked by the teacher. 2. When the researcher asked the students why they kept silent in the speaking TL process, they said that they were shy and afraid of making mistakes.
4.	The students' vocabulary mastery was still low.	<ol style="list-style-type: none"> 1. The students asked the teacher to translate some English words. 2. Most of the students kept silent when the teacher asked them to give the meaning of some English words.
5.	Some students tended to be noisy in the teaching and learning process.	<ol style="list-style-type: none"> 1. Some students chatted with their friends during the teaching and learning process. 2. Some students walked around their friends' desk.
6.	Some students were not familiar with the classroom English in the English teaching and learning process.	<ol style="list-style-type: none"> 1. The students asked the teacher to translate some classroom English that was used by the teacher. 2. The students asked the teacher to use Indonesian.
7.	The English teaching and learning activities were monotonous.	<ol style="list-style-type: none"> 1. The teacher only asked the students to read some texts, translate some sentences, and do some tasks on the course book or "LKS".

8.	The tasks were not well-organized and not interesting enough.	1. The tasks that were given by the teacher only to read some dialogues or texts and then answered the questions that were provided or questions and answers about some vocabularies and did the tasks in the “LKS”.
9.	The teacher used limited technique in teaching speaking.	1. The teacher did not use various and interesting techniques in the teaching and learning process. 2. The teacher only taught according to the course book.
10.	The classroom management did not run well.	1. The amount of the students in the classroom was too much. 2. The teacher did not really emphasize to rebuke the students when they made some mistakes.
11.	The teacher gave less opportunity to the students to practice English orally.	1. The teacher seldom taught speaking but she focused the teaching on reading and writing. 2. The teacher only used course book and “LKS” in teaching speaking and then asked the students to answer the questions in the course book.
12.	There were limited media in teaching and learning process.	1. The teacher only used course book, “LKS”, and white board without any other media.
13.	The English teaching and learning process was teacher-centered.	1. The teacher often only gave presentation and explanation in front of the classroom without giving more opportunity to the students to do some activities.

From the identified problem above, then the researcher and the teacher decided some crucial problems that were feasible and managable to solve as follows:

Table 3. The Feasible Field Problems to be Solved

No.	Problems Found	Indicators
1.	The students had low motivation to learn and to speak English.	1. Some students did not answer the questions from the teacher. 2. Some students did not do the

		tasks that were given by the teacher.
2.	The students had difficulty in following the lesson.	<ol style="list-style-type: none"> 1. The teacher explained the materials more than once. 2. The students gave wrong answers when the teacher asked then questions.
3.	The students were shy and afraid to speak in English.	<ol style="list-style-type: none"> 1. Some students kept silent when being asked by the teacher. 2. When the researcher asked the students why they kept silent in the speaking TL process, they said that they were shy and afraid of making mistakes.
4.	The students' vocabulary mastery was still low.	<ol style="list-style-type: none"> 1. The students asked the teacher to translate some English words. 2. Most of the students kept silent when the teacher asked them to give the meaning of some English words.
5.	Some students tended to be noisy in the teaching and learning process.	<ol style="list-style-type: none"> 1. Some students chatted with their friends during the teaching and learning process. 2. Some students walked around their friends' desk.
6.	The English teaching and learning activities were monotonous.	The teacher only asked the students to read some texts, translate some sentences, and do some tasks on the course book or "LKS".

3. Research Problems

After finding the field problems, the researcher and the English teacher had further discussions to figure out the manageable problems to be solved. The problems were related to the students' speaking skill and the practice of English teaching-learning. The students of class VIIIA had low speaking ability. This could be seen from the lack of confidence that made them reluctant and shy when they were asked to express their ideas in English in front of the class. Moreover, they did not actively participate in the speaking teaching and learning process.

Also, they often mispronounced the English words when they were asked to speak in English. On the other hand, the teaching and learning activities done by the English teacher were not communicative and tended to be too teacher-centered. The teacher often employed reading and writing activities and seldom conducted speaking activities so that the students had less opportunity to practice their English orally. Besides, the students' involvement in the teaching and learning process was low. Those problems hindered the English teaching and learning process from running effectively and successfully so that the researcher needed to solve them.

4. Determining the Actions to Solve the Field Problems

After the researcher and English teacher identified the most important problems that needed to be solved, they discussed the points of those problems again. After discussing the problems, the researcher and the English teacher agreed that those problems were related to the learning of speaking. Then, the researcher and the English teacher tried to look for the appropriate ways to improve the students' speaking ability.

At that time, the researcher proposed comic strips to be used in the actions and the English teacher agreed about it. After that, the researcher and English teacher decided to use comic strips in the speaking activity and they thought that it was new for the students and the students were expected to like it.

This research also focused on the observation in the first meeting of the action and took a look at the pre-test result and the questionnaires distributed in the first meeting before the researcher went further to talk about the problems.

From the observation and pre-test the researcher noted that the students often made mistakes in pronouncing some words. They also did not perform correct intonation. Besides, they were less active and still nervous when they were asked to speak before the class. However, most students were still unfamiliar with the use of English as a medium of instruction.

From the questionnaires the researcher found that some students suggested him not to speak in English for the whole time during the class because they were not familiar with that. They also suggested him to teach more slowly and use interesting activities in teaching so that the lesson would be more enjoyable. They suggested the researcher to speak loudly, so they could listen better when the researcher explained the material. They prefer the teacher to apply various activities to the stressed and monotonous activities to avoid boredom in learning speaking. Knowing their expectations to the English teaching and learning process helped the researcher in designing activities which the students would enjoy much.

Talking about the problems that were found in the field, the researcher, and the research team members were concerned with the problems on the students' speaking skills. The problems include the following points:

- a. Classroom English was rarely used
- b. The students lacked confidence in speaking
- c. The students had low motivation in learning
- d. The English teaching and learning was monotonous

Based on the problems mentioned above, the plans of the actions were expected to be able to improve the situation in order that:

- a. Classroom English was used
- b. The students had self-confidence in speaking
- c. The students had high motivation in learning
- d. The English teaching and learning process would become interesting

5 . Action Plans

The researcher tried to solve the field problems by using some steps, the first step was writing a course grid. The course grid consists of the standard competence, the basic competency, indicators, learning materials, learning activities, evaluations and media. The basic competency for the cycle I was about simple monologue in recount text. The cycle I conducted in two meetings. The basic competency for the cycle II was about simple monologue in recountd text. The cycle II was conducted in two meetings. The media consisted of comic strips, picture, handout and printed materials. The researcher used comic strips in every meeting to improve the students' speaking skill. The activities in every meeting were different. The indicators consist of the aim of using comic strips to improve students' speaking skill. The second step was writing lesson plans for every meeting. There are four lesson plans in this research because the researcher entered to the class to do the activities in four meetings, there were two meetings in cycle I and two meetings in cycle II. The lesson plans were made according to the course grid made before. All of the elements in the lesson plans were based on the course grid. The PPP (Presentation, Practice, and Presentation) method was

used in the learning activity steps. The course grid and the lesson plans could be seen in the appendix 6 and 7.

B. The Implementation of the Actions and Discussions

1. The Implementation of Cycle I

a. Plans of Cycle I

In this planning session, the researcher determined the form of the pre-test and the comic strips which would be used in Cycle I. Then, he designed the assessment instruments; the lesson plans and the materials. After that, the researcher and the collaborator discussed the lesson plans and the materials by reviewing whether they suited the syllabus. The pre-test designed was in the form of performing a simple monologue. The students were required to perform their monologue in front of the class, while the researcher and the collaborator recorded their performance by using rating scales modified previously. The pre-test was aimed at gathering information on the students' current speaking proficiency. The action plans of the first cycle that would be performed were:

- a. Using classroom English
- b. Improving students' motivation and involvement
- c. Giving rewards to motivate the students.

The actions enabled the students to improve the students' motivations to learn and to speak in English and to improve their speaking skill. Comic strips were chosen because they were interesting activities to improve the students' speaking skill. Regarding to the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts

focused on using comic strips in the teaching and learning process of speaking skill. These were described as follows:

1) Using classroom English

In the action, the researcher acted as the teacher in the class. The researcher planned to use classroom English in the teaching learning process in order to make the students familiar with the English words. He also gave every student the opportunity to speak using English during the teaching learning process. The classroom English was used in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson. Based on the observation, the students said that they did not understand when the researcher spoke English. Therefore, during this cycle, the researcher planned to translate the difficult words, so they could understand the English words.

2) Improving students' motivation and involvement

Comic strips used to improve the students' ability in the practice of teaching speaking skills and made the students more active in the class. They would be motivated in learning speaking using comic strips. Comic strips used in this cycle were to improve the students' attention and motivation. Through this activity, the students' speaking competence could be built because the information needed was on the part of comic strips.

3) Giving rewards to motivate the students.

The researcher planned to give rewards in the form of points for the students who were willing to perform in front of the class voluntarily. This action was planned based on the findings in interviews with the English teacher revealing that the students were still shy and reluctant to perform in front of the class voluntarily. Therefore, by giving rewards, he hoped that the students would be more enthusiastic to come in front of the class to perform their result.

b. Action and Observation in Cycle 1

The pre-test was carried out on Saturday, August 24th, 2013. The implementation of the actions in Cycle I was conducted in two meetings. The meeting were conducted on Wednesday, August 28th 2012 and the second meeting were conducted on Thursday, 29th 2012.

Based on the English teacher's explanation, the students had already learned all the materials from the course book. Therefore, the English teacher suggested the researcher to use the materials they had already learned. One theme could be reviewed in two meetings. The theme for Cycle I was "Holiday". The researcher implemented the action, while the English teacher as collaborator sometimes took notes at the back of the class and also observed the English teaching and learning process.

In the first meeting, when the pre-test was held, the researcher applied performance assessment approach to gather the data about the students' speaking skills. The components being assessed were fluency, accuracy, pronunciation, and vocabulary. Fluency includes the students' ability to speak with a good but not

necessarily perfect. Accuracy includes the accurateness and appropriateness use of syntactic form. Pronunciation includes the students' spelling. Vocabulary is related with the appropriate use of vocabulary and the choice of words. These communication skills cannot be ignored when the speakers intend to improve their speaking skills.

Besides, the students' speaking skills were assessed based on what they performed and what the assessors observed. The assessors were the researcher and the teacher who assessed different students by using the same assessment instruments, which were speaking rating scales, assessment rubric and assessment criteria. The rating scales were completed during the student's performance to minimize the time elapsed between the performance and its records so that the assessment result would be more accurate.

Related to the efforts which were implemented in this cycle, the following discussions are presented:

1) Using classroom English

The classroom English was used to familiarize the students with English in the classroom. The students were greeted at beginning and the end of the class. For example, "Who is absent today?" was used when the teacher checked the students' attendance, and also "See you next meeting" was used for leave taking. Most of the students could respond to those expressions well and correctly. To maintain the students' motivation to learn and to speak, those expressions were repeated twice until all the students answered them well. Besides, the students were asked to say "May I wash my hands?" when they wanted to go to the

bathroom. In the first time they could not say it. At the end, many of them could say the expression when they wanted to ask for a permission. The researcher also used other expressions in the teaching and learning process, such as “Sit down please!,” “Do not make a noise”, “Look at the whiteboard”, “Close the door, please” etc. In the first meeting, the students did not know what they had to do. The researcher often translated the expressions into Indonesian. Here is an example of the use of the classroom English.

The researcher asked “Who is absent today?” some of the students just kept silent, and some of the students answered “*Nihil mas*”. (‘Nobody sir’).

(Field note 2, Wednesday, August 28th, 2013)

Based on the open-ended questionnaire 90% or 27 students stated that comic strips could improve their classroom English. They said that comic strips made them remembered the event.

- Question 12 : *Menurut Anda, apakah Classroom English yang digunakan peneliti di kelas efektif untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris Anda?* (‘Do you think that the use of Classroom English can improve your speaking ability effectively?’)
- S1 : *Ya, tentu saja. Kita kan jadi tau bagaimana cara bicara yang benar dalam bahasa inggris.* (‘Yes, of course. We become understand how to speak in English correctly’)
- S2 : *Iya. Membantu sekali.* (‘Yes, it helps so much’)
- S3 : *Sangat ya. aku jadi bisa bicara ini itu.* (‘Yes, it is very useful, I can speak a lot of sentences now’)
- S4 : *Membantu banget, biasanya ga pernah sampai bisa kaya gini tapi sekarang jadi bisa.* (‘It helps so much. Usually I can’t speak in English well, but I can understand now’)

2) Improving students' motivation and involvement through the use of comic strips.

To improve students' motivation and involvement, the researcher gave comic strips and asked the students to make simple recount text. Comic strips was used in every action of the cycles. The first cycle was conducted on August 28th, 2012. The theme was about holiday. In this meeting, the teacher focused on the generic structure, expression used and connecting words. Before explaining the materials, the researcher asked the students about their holiday experiences. Only three students answered the researcher's question, the other students were only silent. The researcher called some of the quiet students to tell their last holiday, but some of them were still quiet and only smiled. Then, the researcher asked the students to be more active because he would give rewards to the most active students in the end of the lesson.

After having the warming up, the researcher explained the materials of recount text. After that, the researcher performed a monologue in front of the class as an example for the students. It made them become more enthusiastic in joining the lesson. After explaining and giving an example, the researcher asked the students whether they would ask some questions about the materials explained, but only one student asked the question. It seemed that most of the students were still passive in joining the teaching and learning process. It can be seen in the field note.

The researcher asked the students whether they had any questions or not. *"Bagaimana? Ada pertanyaan nggak? Kok diam aja ya dari tadi?"*. ('Is there any Question? Why did you keep silent?') There was

no students answering the researcher's question, only some students said "no", the other students just kept silent and smiled.

(Field note 2, Wednesday, August 28th, 2013)

After explaining the materials, the researcher gave the students some practices to make simple recount text. Comic strips was used in almost every practice. The students had time to think around 10 minutes, after that they worked in pairs with their friend and shared their story. Because the students had to talk with their partner, they became more active. They were not really shy anymore because they interacted with only one person. But when the students had to perform the monologue in front of the class, most of the students still seemed reluctant to speak. They just read aloud all the time. In the end of the meeting, the researcher gave the summary about what they had learned on that day. Here is the interview transcript about the students' activity.

R : *Bagaimana pelajarannya, mudah kan?* ('How is the lesson, easy right?')

S : *Susah... nanti pas maju, kertasnya boleh dibawa to?* ('It is so difficult. When I perform it, can I bring my paper?')

R : *Ya, tapi nggak semua dibaca lho, harus dihafalkan, tadi kan sudah diberi contoh.* ('Yes, but you are not allowed to read it all, you should memorize it, I already gave you an example, right?')

S1: *Iya mas ini lagi nyoba ngafalin* ('OK, i'm trying to memorize this')

The researcher asked another student that seemed the most active from the beginning.

R : *Bagaimana dengan mbak Firda? Mudah kan?* ('How about you Berlianita, easy, isn't it?')

S2: *Lumayan mas... tapi aku ga bisa ngafalin.* ('a little bit, but I can't memorize the text')

R : *Nggak apa-apa, coba dihafalkan dulu saja.* ('No problem, you have to try to memorize it first')

(Interview transcript 1, Wednesday, August 28th, 2013)

The second meeting was conducted on August 29th, 2013. The theme was still about Holiday. In this meeting, the researcher focused on the connecting words. The researcher discussed the previous materials before starting the lesson to make sure that all of the students understood the previous material.

Before explaining the materials, the researcher reminded the students about what they have learn in the last meeting. The researcher then explained the materials about connecting words. Some students were willing to ask some questions about the materials when the researcher finished his explanation.

After explaining all the materials, the researcher gave the tasks to the students. All of the tasks used comic strips. In this meeting, the researcher gave the students hand out. One student got one handout. The hand out contained comic strips, generic structure, connecting words and tense used in recount text. The students had to fill the expression in the comic strips and then make a simple monologue according to the situation. The researcher allowed the students to ask something that they did not understand.

After finishing their work, they had to perform the monologue in front of the class. They were not allowed to bring their paper. The students became more active in joining the lesson because they wanted to get the reward like their active friends who had already got it in the previous meeting. Some of the quiet students also started to speak.

The students seemed to be more motivated in learning and they also involved themselves more in the learning process. The researcher also invited some students to be interviewed. Here is an excerpt from the interview:

- R: *Permisi, mau tanya-tanya sebentar, boleh ya? menurutmu bagaimana pelajarannya tadi?* ('Excuse me, I want to ask you, may I? In your opinion, how is the lesson today?')
- S: *Lumayan asyik pelajarannya. Aku jadi cepat paham sama materinya.* ('It is quite fun, I quickly understand the material')
- R: *Kok bisa? Kok bisa cepet paham?* ('How come? What do you mean by quickly understand?')
- S: *Ya kan pakai comic strips tadi, jadi menyenangkan. Gak ngebosenin.* ('I think it is fun, because you use comic strips, so that the speaking activities are not boring.')
- R: *Ooo, gitu... Kalau teman yang lain gimana tadi?* ('I see.. How about your friends?')
- S: *Ya kayaknya mereka juga suka, gak kaya biasanya. disuruh maju aja susah.* ('I think they enjoyed the activity, sir. In meetings before, they found it difficult to perform in front of the class')
- R: *Sip kalo gitu, terima kasih.* ('Okay thank you.')
- S: *Sama-sama mas* ('You're welcome')

(Interview Transcript 2. Wednesday, August 28th, 2013)

From the interview transcript above, the student felt that the teaching learning process was more fun and enjoyable so that it was easy for her to memorize words faster although not really fast because the teaching-learning process was not stressful. She added that their friends improved their speaking skills because the teaching-learning process was more fun and enjoyable than usual. They felt that the comic strips could improve their ability in practicing speaking. They also enjoyed their performance. They really learned English with the researcher because learning with the researcher was fun and easy. It motivated the students to study. The students said that they were really motivated in learning speaking by using the comic strips, so they did not get bored as they did in the previous lessons which full of explanation and writing down the theories. They also asked the researcher to teach in their class again.

R: *Gimana comic strips-nya tadi?* ('What do you think about the comic strips?')

S: *Lumayan asyik mas. Kita langsung bisa menerapkannya di depan kelas.* ('That was interesting, we can perform it in front of the class.')

R: *Jadi berani?* ('Are you brave?')

S: *Iya mas kan mau gak mau kita tetep harus maju. Asyik juga kalau pakai komik gitu.* ('Yes, we should perform it anyway. It was very interesting to use the comic strips in learning speaking.')

(Interview Transcript 3. Wednesday, August 28th, 2013)

From the questionnaire, 83,33% or 25 of the students are agree that their involvement in the learning process improved their speaking ability. The following data prove that the students' involvement in the learning process improved. The active class was built in this activity. The involvement of the students increased more after the researcher used the comic strips.

Question2 : *Apa yang membuat kegiatan ini menarik?* ('What makes the activity interesting?')

S1 : *Karena pakai komik, jd enak ngafalinnya.* (Because using comic, so it is easier to remember).

S2 : *Karena ada games, trus yang aktif dapet nilai juga.* (Because there are some games and also rewards for the active students)

S3 : *Karena kita jd lebih aktif dari pada pas pelajaran biasanya, cuma duduk sama nyatet aja.* (Because we can be more active in the class, usually we are just sit and write the materials).

3) Giving rewards to motivate the students.

To motivate the students, rewards were given in the form of good comments, points, and also gift. Showing good respect to the students by giving good comments to the students when they tried to be active in the English

teaching and learning process was done to appreciate the students. It was expected that the students would be more motivated in learning because they would feel that they got rewards in doing the tasks successfully. This plan was implemented by saying “Good”, “Excellent” or “Great” when the students tried to answer the questions or did anything they were asked to do. Not only good comments but also points and gifts were given to the students. The points and gift were given to the active student in each meeting. The students were also asked to give applause to their friends who had tried to perform in front of the class. The following field note describes one of the situations.

When there was an active student in the teaching and learning process, the researcher gave a point to the student in form of number that could be used for increasing their lesson mark. The researcher asked the students to give applause for the student that wanted to be a volunteer to perform first. The active student got a point.

(Field Note 3. Thursday, August 29th, 2013)

R: *Menurut bu Dwiyantri, setelah saya menggunakan comic strips, classroom English dan reward, apakah ada perkembangan pada speaking skill anak?* (‘In Mrs. Dwiyantri’s opinion, after I implemented the comic strips, classroom English and giving rewards, are there any improvement in the students’ speaking skill?’)

ET: *Belum begitu terlihat perkembangannya mas, kan baru dua kali? Lihat besok diakhir saja, pasti kelihatan. Tetapi, anak-anak sekarang sudah pintar bilang kata-kata pake bahasa Inggris.* (‘I cannot see the improvement yet, let’s see in the end of the activity, I’m sure we can see the improvement. But, the students can say English words well now.’)

R: *Ya bu, itu berarti classroom English-nya sudah lumayan sukses.* (‘OK, it means that the classroom English is successful enough.’)

(Interview Transcript 7. Thursday, August 29th, 2013)

In summary, from the goal of improving students' speaking skill through the use of comic strips, there were some corrections needed in some points, such as vocabulary mastery and pronunciation. Some students still seemed to have difficulties in these points. In each meeting after closing, the researcher gave reviews to check the students' vocabulary. The students were chosen randomly to hold the interview. In the second meeting, there was improvement in students' vocabulary mastery but some of them still had difficulties in the pronunciation.

R: *Sekarang saya tanya sama mbak Stupa, Nanda dan Putri. Apa to yang paling sulit saat belajar menggunakan comic strips tadi?* ('Now, I will ask Stupa, Nanda and Putri. What are the difficulties in the learning using comic strips?')

S1: *Susah bacanya. Salah terus.* ('It is difficult to read the text. I always make mistakes.')

R : *OK, kalo mbak Nanda?* ('OK, what about Nanda?')

S2: *Iya mas, sama. Apalagi baca kata-kata yang susah.* ('I agree with Stupa. I get difficulties when I read the difficult words.')

S3: *Kata-katanya banyak yang nggak tahu cara bacanya, aneh sih..tulisan sama bacanya beda.* ('I find it difficult to read many words. The spelling and pronunciation are different.')

(Interview Transcript 8. Thursday, August 29th, 2013)

The cycle could improve the condition of the English teaching and learning process in SMPN 5 Depok. The English teaching and learning process had become more interesting. The students did not easily get bored.

c. Reflection of Cycle 1

After implementing the action, the researcher and the collaborator reflected on the action that had been done in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' and the collaborator's opinions. The research team members

discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

1) Using classroom English

The first meeting gave a good starting point for this research. The students welcomed the researcher and the English Teacher and they listened to the researcher. In this meeting, it was assumed that the students knew what to do during the lesson and that they understood what was expected by the researcher and the teacher in the next meetings. Using classroom English during the teaching process could motivate the students to speak English. Moreover, it could increase the students' opportunities to speak English in the class during the teaching and learning process. The students would be familiar with the English words. Therefore, for the next cycle, the teacher had to make sure that more students used English in asking or answering simple questions also listening to and answering questions about routines. The students were also more active in speaking English when they used classroom English.

2) Improving students' motivation and involvement through the use of comic strips

In general, motivation is actually really important in language learning process. Especially for teenagers and young adults, the use of comic strips is really effective in gaining the students' interest. Due to this, the students may be really curious about the story, and they will remember the expressions, words and the grammatical forms in the easier way. Through the use of comic strips, students

can also gain the vocabulary mastery which later on can also help them in speaking. More than that, the grammatical competence of the students may also be introduced, practiced, and therefore improved.

3) Giving Rewards to motivate the students

Giving rewards to motivate the students was effective in making the students become more active. When the students who did the task successfully were praised, they seemed happy and they wanted to do the task given in the next activity. They became happier when they were given the rewards. They became more motivated in doing the task. They also participated more actively in the English teaching and learning process. This action was considered as effective to solve the problem that the students were passive in the English teaching and learning process.

d. Findings of Cycle I

Based on what the researcher had planned, acted, observed and reflected in Cycle I, the researcher came to the following findings. Using classroom English was successful in improving the teaching of English speaking skills practices and made them more familiar with the English words. As planned in the beginning of the action, in this first cycle, the researcher sometimes used Indonesian translation in explaining some difficult aspects, such as the materials and the instructions. Using Indonesian translation in Cycle I helped the students who got difficulties in understanding the explanation when the teacher spoke English all the time.

In addition, the implementation of using comic strips was generally successful in improving the teaching of English speaking skills practices and student's involvement. Comic strips were used to improve the students' ability in the practice of teaching speaking skills and made the students more active in the class. They will be motivated in learning speaking using this activity. Most of students were actively engaged in the activities. Based on the interviews held after the action, those indicated that they were very enthusiastic about this activity.

The unsuccessful goal was to make the students had self-confidence in speaking English.

2. The Implementation of Cycle II

a. Plans of Cycle II

Based on the evaluation and recommendation for Cycle I, the researcher and the English Teacher planned some efforts as actions to solve the problems that were still found in improving the teaching of English speaking skills practices. Based on the result of the discussion with the English Tacher, the action plans of the first cycle that would be performed were:

- a. Using classroom English effectively in the classroom.
- b. Improving students' self-confidence by preparing the students to speak spontaneously.
- c. Giving rewards to motivate the students.
- d. Giving feedback on the students' pronunciation and grammar.

In order to solve those problems, the researcher and the English Teacher still used mostly similar activities to those in Cycle I, such as using the comic strips to improve the student's involvement and giving rewards to improve the students' motivation. However, the implementation of classroom English by using Indonesian translation was revised by using the paraphrase and synonym of the English words. Besides, there were some new actions such as giving feedback on the students' pronunciation and grammar and asking the students to prepare the students to speak spontaneously which were added to Cycle II. In addition, the researcher and the English Teacher also focused the efforts on giving rewards. The efforts were described as follows:

1) Using classroom English effectively in the Classroom.

As the implementation of classroom English in Cycle I was successful to increase the students' opportunities to speak English, the researcher decided to use it in Cycle II. However, different from the previous cycle, in this cycle the researcher used some paraphrases or synonyms of the English words to make the students understand them so that they did not depend on the English. The use of classroom English in this cycle was still the same as that in Cycle I. The researcher planned to use classroom English in several functions, such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instructions of the activities and to end the lesson.

2) Improving students' self-confidence by preparing the students to speak spontaneously

In Cycle I, the condition of the class was very crowded. So, the researcher planned to prepare the students to speak spontaneously. It made the students focus on the speaking activity. The researcher also trained the students to be ready for any turns in speaking in order to make the students not escape from being asked to speak when they got the turn.

3) Giving rewards to motivate the students

The researcher still planned to give rewards in the form of points for the students who were willing to perform in front of the class voluntarily. This action was planned based on the findings in the previous cycle revealing that the students were still shy and reluctant to perform in front the class voluntarily. Therefore, by giving rewards, the researcher hoped that the students would be more enthusiastic to come in front of the class to perform.

4) Giving feedback on the students' pronunciation and grammar

As what was found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words, not only their pronunciation but also the grammar. Then, the researcher planned to keep giving feedback on the students' pronunciation and also the students' grammar after they performed in front of the class in order to make the students understand and they would not make some mistakes. The comparison of the actions between Cycle I and Cycle II could be seen in the table below.

Table 4. The Comparison of the Actions in Cycle I and Cycle II

Cycle I	Cycle II
Using classroom English	Using classroom English effectively in the classroom.
Improving students' self-confidence through pair activities	Improving students' self-confidence by preparing the students to speak spontaneously
Giving rewards to motivate the students.	Giving rewards to motivate the students who wanted to perform in front of the class voluntarily
-	Giving feedback on the students' pronunciation and grammar

b. Action and Observation of Cycle II

Cycle II was conducted in two meetings, they were on September 4th and 5st, 2013. In this cycle, the materials were still Recount Text. In this cycle, while the researcher implemented the action, the English Teacher took notes at the back of the class to observe the teaching and learning process. The data during Cycle II were collected through classroom observations and interviews. Below were the actions that the researcher implemented in Cycle II:

1) Using Classroom English effectively in the Classroom.

The classroom English in Cycle II was implemented in all two meetings. It was similar to that in the previous cycle, the researcher implemented it in several functions, such as to open the lesson, to elicit the material that would be learnt, to give the instructions of the activities and to end the lesson. As found in Cycle I, the implementation of classroom English was successful in getting the students familiar with the English words. The implementation of this action could be seen in the extract below.

The researcher opened the class in the morning, she said “Good morning everyone, are you all well today?” most of the students answer the question by saying “Good morning”. Then the teacher asked “How are you today?” also most of the students answer “Fine thanks, and you?”

(Field note 4, Wednesday, September 4th, 2013)

From Field note 4 above, it could be seen that the students were more familiar with the English words so that they understood what the teacher’s said without translating the sentences.

2) Improving students’ self-confidence by preparing the students to speak spontaneously

In this meeting, the teacher trained the students to be ready for any turns in speaking. The students could not escape from being asked to speak when they got the turn. The use of a simulated environment proved that the students prepared themselves spontaneously to be ready for speaking at any time they got it.

The students enjoyed the activity. They looked waiting for their turns. They were also busy preparing their turn by trying to say something according to the condition in the hand out that they got.

(Field note 5, Thursday, September 5th, 2013)

In 2nd meeting in Cycle II, the students spoke based on their turns which were designed. They could be ready with their turns spontaneously. Thus, the students had already known when they should speak and when they should listen to their friend’s performance. They also tried to pay attention and listen to their friends’ answer. It could be seen in the following transcripts.

R: *Gimana pelajarannya tadi?* ('How was the lesson?')

S: *Haha.. bikin tegang.* ('It made me feels nervous, sir')

R: *Lha kenapa?* ('Why?')

S: *Nunggu giliran mas. Khan tadi deg-degan aja nunggu giliranku.* ('I felt nervous, when I was waiting for my turn')

R: *Oh..tapi mudah gak tadi?* ('Is it easy?')

S: *Mudah mas, kita jadi tau urutan kegiatannya.* ('a lot easier, make us know the order of the events')

R: *OK, terimakasih.* ('Ok, thank you.')

(Interview transcript 9, Wednesday, September 4th, 2013)

R: *Apa yang kamu dapat dari aktifitas tadi?* ('What do you get from the activity?')

S: *Cara bikin recount text mas.* ('How to make recount text')

R: *Berarti dah mudeng to?* ('It means that, you understood, right?')

S: *Iya mas,* ('Yes sir')

(Interview transcript 13, Thursday, September 5th, 2013)

3) Giving rewards to motivate the students

Regarding the findings of Cycle I in that some students were still reluctant and shy to perform in front of the class voluntarily, the researcher provided some rewards to make the students more enthusiastic. The rewards were given in the forms of points and gifts. The teacher always told the students in every beginning of the activity that she would give a point to the students who wanted to perform voluntarily. During this cycle, this action could make the students more enthusiastic to express their idea without being asked to express orally. This finding could be seen in Field note 6 (Saturday, September 7th, 2013).

There were four students who wanted to perform example of the text voluntarily. After they performed it in front of the class, the researcher asked all of the students to give applause and she said "Good", "Well", and "Great."

4) Giving feedback on students' pronunciation and grammar

In Cycle I the teacher found that the students made mistakes in pronouncing some words and making the sentences, so that he trained to give feedback on the students' pronunciation and grammar. Giving feedback on the students' pronunciation and grammar was needed to improve the students' ability in making good constructions of the sentences before they performed them. He could insert some minutes to explain the constructions/patterns of sentences. It included some pronunciation practices without ignoring the main target of the research and without losing his main purpose of the overall classroom activities. It would not be of any objection if the teacher gave a little while extra lesson on guidance in public speaking and motivating them to perform in front of the class better. After the teacher gave the feedback, she asked the students to check their work again before they submitted their answer in order that they did not make a mistake next time. However, there were some students who made few mistakes when they answered the questions.

c. Reflection of Cycle II

Some actions had been implemented as the effort in improving the speaking ability of class VIIIA students. In the reflection, the research members gave their responses and comments toward the implementation of the actions. From the implementation of the actions above, some findings were described as follows:

1) Using classroom English

Using classroom English was effective to improve the students' motivation and involvement in learning speaking skills. The students got many opportunities to communicate in English during the teaching learning process. In addition, they also got opportunities to ask questions, when they got difficulties to understand a word. The teacher tried to paraphrase the difficult sentences in order to make the students understand the sentences. He also gave the synonyms of the difficult words so that the students were familiar with the words. Moreover, he tried to repeat the unfamiliar greetings in order to make the students familiar with the expressions. This could be inferred from the following extract:

The teacher opened the class in the morning. She said "Good morning everyone, are you all well today?" but, some students looked confused. Eri said "*Apa mas artinya? Gak mudeng e.*" So the teacher told the students what the meaning of the sentence was using the similar sentences. "How are you today?"

(Field note 4, Wednesday, September 4th, 2013)

2) Improving students' self-confidence by preparing the students to speak spontaneously

The implementation of using comic strips was successful to improve the students' readiness in presenting their result. Based on the open-ended questionnaire some students stated that comic strips could improve their preparation to speak spontaneously. They said that it made them ready for their turns. They should be ready with their work result.

Q: *Menurut Anda, apakah penggunaan comic strips membuat kepercayaan diri Anda meningkat?*

S1: *Cukup meningkat.* (My self confidence increase significantly)

S2: *Tentu saja, karena saya jadi PD mau maju ke depan kelas.* (Of course, it makes me to have self confidence to present my answer in front of the class)

S3: *Ya, lumayan.* (Yes, not bad)

3) Giving rewards to motivate the students

The implementation of giving rewards was successful to improve the students' motivation and involvement during the teaching learning process. After the researcher implemented this action, the students became more active in the teaching learning process. Moreover, the students were enthusiastic with this activity. Some students wanted to perform the dialog in front of the class without being asked by the teacher. They also felt confident when performing it.

In several meetings the teacher gave points as a reward. This action made the students joined the learning process and activities actively because they wanted to get a point in their activity. In addition, the teacher also asked the students to give applause after some students performed in front of the class. This action was done to make the students feel satisfied because they had already succeeded in their performances. In some actions, the researcher also gave a gift for an active student to make the other students active.

4) Giving feedback on the students' pronunciation and grammar

The implementation of this action was successful to improve the students' understanding on how to pronounce the correct words and how to make the sentences by using correct grammar. The students were more enthusiastic

when the researcher asked them to repeat the words after him. They felt that they got the way to pronounce the words correctly. In addition, the teacher stated that giving feedback on their pronunciation and grammar was important to make the students understand how to pronounce and make sentences correctly.

d. Findings of Cycle II

In reference to what the researcher planned, acted, observed and reflected in Cycle II, the researcher came to the following findings. The implementation of classroom English using some paraphrases and synonyms to translate the unfamiliar words was successful to improve the students' speaking skills. It also made the students familiar with the new expressions of greeting, instructing or ending the class. Besides, it was effective for the students to respond to the new expressions appearing during the teaching learning process.

Meanwhile, giving reward to the students who wanted to be a volunteer was successful in improving the students' motivation and involvement in learning speaking skills. Moreover, they were enthusiastic about the point that the researcher gave. Besides, giving feedback on the students' pronunciation and grammar was also successful in improving the students' understanding of the new words. They had already known how to pronounce the new words correctly, although they still made a few mistakes. Moreover, they had already known how to make correct sentences.

The action of giving points to the active students got a positive response. The students became more active in the teaching and learning process. They tried to be involved in each activity actively. They were motivated to answer the

teacher's questions. They had more courage to practice speaking in English. The implementation of making a set of rule was effective in controlling the condition of the class. The class condition became conducive and all of the students obeyed the rules. Moreover, they were able to speak spontaneously without making some notes.

Regarding the findings of Cycle II that all actions were successful in improving the students' speaking skills and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle. In summary, the differences in speaking teaching and learning process during Cycle I and Cycle II could be seen in the table below.

Table 5. The Improvements in Teaching and Learning Process of Speaking during Cycle I and Cycle II

Before Cycle	Cycle I	Cycle II
Teacher just focused on delivering the materials and paid less attention to the students' motivation	Teacher began to pay attention to the students' motivation by giving rewards to the most active student.	Teacher was not only giving rewards to the most active student, but the teacher also gave feedback on the students' pronunciation and grammar
Teachers did not have ideas in creating different activities in the class	Teacher had the idea of using comic strips to improve the students' motivation and involvement in the teaching and learning of English.	Teacher used variation in the comic strips to improve the students' motivation and involvement in the teaching and learning of English.
The students had less motivation to learn English	Some students had already been motivated during the teaching and learning process. They were confident to express their ideas. Although some students were still shy and	Most of the students were confident and enthusiastic to perform their result in front of the class without being asked by the researcher.

	reluctant when they were asked to express their idea	
The students were shy to express their ideas in English	Some students began to express their ideas in English. Some of them spoke in English when they wanted to do something or when they wanted to ask something.	The students were familiar with the researcher's expression such as greeting, instructing and ending the class and they responded to the researcher's expression. So, they could imitate their teacher's talk. They were not shy to speak in English
The students were not active in the class	Some students began to be active in the class, they wanted to ask something that they didn't understand.	Most of students were active in the class because the teacher maximized giving rewards.
The students paid little attention to the teacher's explanation	Some students began to pay attention to the teacher's explanation because the explanation was presented interestingly.	Most of the students always paid attention to the teacher's explanation because they wanted to be the best in the class.

C. The Results of Speaking Test

The implementation of using comic strips and its accompanying actions were successful in improving the students' speaking skills in two cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported by the result of pre-test and post-test of the students' speaking skills. The researcher and the English teacher conducted the pre-test on Saturday, August 24th, 2013. The topic of the test was Holiday in the form of making simple monologue. In this speaking test, the students were asked to make and perform a simple monologue in front of the class.

Meanwhile, the post-test was conducted on Saturday, September 7th, 2013. The topic of the post-test was Yogyakarta. The topic was written in the handout. They should make a simple recount text and perform the result in front of the class. To assess the students' speaking skills in the pre-test and post-test, the researcher and English teacher used a rubric which involved four aspects of speaking, such as fluency, accuracy, pronunciation and intonation. The students' speaking scores in the pre-test could be seen in Appendix. Meanwhile, the summary of the result of the pre-test could be seen in Table above:

Table 6. The Result of the Students' Speaking Skills in the Pre-test

Data	Pre-Test	
	Researcher	English Teacher
Mean	67.13	68.90
Number of the Students	30	30

From the table above, based on the researcher's assessment, it was found that the mean of the students' speaking skills was 67.13. Meanwhile, from the English teacher's assessment, the mean of the pre-test was 68.90. From those assessments, it could be inferred that the students' speaking skills was low because the minimum passing grade (KKM/ Kriteria Ketuntasan Minimum) of English subject in this school was 7.0.

In the post test, both the researcher and the English teacher assessed the students' speaking skills scores by using the same rubric. The result of the students' speaking scores in the post-test could be seen in Appendix. The summary of the students' ability in the post-test was presented in the table below.

Table 7. The Result of the Students' Speaking Skills in the Post-test

Data	Post-Test	
	Researcher	English Teacher
Mean	73.23	72.93
Number of the Students	30	30

Based on the table above, from the researcher's assessment, it was found that the mean of the students' speaking skills was 73.23. Meanwhile, from the English teacher's assessment, the mean of the post-test was 72.93. Thus, all of them had passed the minimum passing grade (KKM). From those results, it could be concluded that the students' speaking skills had improved since the means of the students' speaking skills scored both by the researcher and the teacher had improved, from 67.13 and 68.90 in the pre-test, while in the post-test the scores are 73.23 and 72.93.

This score was tested by using paired t-test. The researcher used the SPSS for Windows version 16.0 with the significance level (α) 5%.

Table 8. The Result of t-test

Data	Mean	t_{observe}	t_{table}	Df	P	Explanation
Pre-test	68.0167	5.012	2.045	29	0.000	$t_{\text{observe}} > t_{\text{table}} =$ significant
Post-test	72.6500					

Based on the table above, the result of the t_{observe} is 5.012 with degree of freedom (Df) 29 while the t_{table} is 2.045. Because the $t_{\text{observe}} > t_{\text{table}}$, the difference is said to be significant. The $p_{\text{coefficient}}$ also shows the same. The $p_{\text{coefficient}}$ is 0.00, which is less than the α 5% (0.05). It means that the difference is significant.

Furthermore, it could be concluded that the English speaking skill of class VIIIA students of SMPN 5 Depok improved by using comic strips.

CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS

This chapter discusses the conclusions, suggestions, and implications relevant to this study. The detailed explanation of each point is presented below.

A. Conclusions

The objectives of the study are to describe how comic strips can be implemented to improve the teaching of speaking skills of grade VIIIA students of SMPN 5 Depok and describe the improvement of the students' speaking skills due to the improvement of the process. Based on the objectives of the study, the result of the study is the description of how comic strips is implemented to improve students' speaking skill. According to the research findings in Chapter IV, the researcher implemented comic strips and some other actions such as using classroom English and giving rewards to improve the students' motivation. By implementing those actions, the teaching of English speaking skills could be improved. It could be seen from the students' involvement in the pre-test and post-test result.

The use of comic strips in Cycle I successfully created conducive and comfortable class atmosphere. It immediately helped students to gain their motivation and enthusiasm to learn and to get involved in class activity. There was also a better understanding of the materials given.

In Cycle II, it was found that there was greater motivation among students at class. The activity that was implemented seems successful to improve their

motivation to learn English. Moreover, it had an effect on expanding students' knowledge and ability to create a better achievement. There was also a better understanding of recount texts' contents, generic structures and language features among the students in this second cycle.

B. Implications

Based on the results of the actions, it is implied that the students should be more active in the teaching and learning activities of speaking so that their speaking skills could be improved. They should be more familiar with the English words which they learnt. It is also implied that the teacher should use various media in the teaching and learning process of speaking since they can give some benefits. First, they can improve the students' speaking skills. Secondly, they can increase their involvement in the speaking teaching and learning process. Thirdly, they can increase the students' enthusiasm.

Furthermore, the teacher should be able to control the students. It is also implied that the teacher should be able to manage the class so that the process of implementing the use of comic strips could run well. Besides, the teacher should know the students' characteristics so that the activities could cover all of the students' interests.

C. Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teachers and other researchers.

1. To English teachers

The English teachers need to try to keep on applying the other media such as comic strips so that the students will be more motivated in the English teaching and learning process. Besides, it is necessary for the English teachers to improve the quality of their English teaching in order that it matches the goal of communicative language teaching by having various kinds of activities which enable the students to produce the language both written and spoken. Reading more books on how to teach English in more interesting and meaningful ways will make them more skillful in creating various teaching activities.

2. To the Other researchers

This study is mainly intended to describe how the use of comic strips is implemented to improve the teaching of speaking skills of grade VIIIA students of SMPN 5 Depok. The other researchers may follow up this study in different contexts in order to find more actions to improve students' speaking skills. This study may be used as one of the reading sources before the researchers do an action research related to the development of the students' speaking skills.

There are some issues that can be interesting topics to be investigated. For example, other researchers can further explore some other techniques to improve students' speaking skill. Add to this, they can conduct other research from different angles of speaking.

REFERENCES

- Abel, J & M. Madden. (2009). *Comics in the English Classroom : A Guide for Teachers*. Retrieved from http://us.macmillan.com/uploadedFiles/FirstSecond/Menu_Items/NCTE_handout.pdf on 2012
- Brown, H. (2001). *Teaching by Principles*. Second Edition. New York: Longman.
- Brown, G & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Burden, P. R. & David M. B. (1998). *Methods for Effective Teaching*. Second Edition. Boston: Allyn and Bacon.
- Brumfit, C. (1984). *Communicative methodology in language teaching: The roles of fluency and accuracy*. Cambridge: Cambridge University Press.
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Csabay, N. (2006). Using Comic Strips in Language Classes. *English Teaching Forum Magazine* No. 1, 2006 p24-26.
- Gerlach, V. S. & Ely, D. P. (1971). *Teaching and Media: A Systematic Approach*. New Jersey: Prentice-Hall
- Hall, G. (2011). *Exploring English Language Teaching*. Oxon: Routledge.
- Harmer, J. (1983). *The Practice of English Language*. Third Edition. Essex: Longman.
- Kemmis, S. & McTaggart, R. (1988). *The Action Research Planner*. Melbourne : Deakin University Press
- Lang, A. (2009). *Comic Strips in the English Classroom*. A slide presented in 6th Teachers' Day 2009.
- Liu, J. (2004). Effects of Comic Strips on L2 Learners' Reading Comprehension. *TESOL Quarterly* Vol 38, No. 2, Summer 2004 p225-244.
- McNiff, J, P. Lomax, & J. Whitehead. (2003). *You and Your Action Research Project*. 2nd Edition. London: RoutledgeFalmer.

- Muniran, F. & Yusof, M.R.M. (2008). *Using Comics and Graphic Novels in School and Libraries to Promote Literacies*. LICU, FCSIT, 2008 p123-127.
- Nation I. S. P., & Newton, J. (2009). *Teaching ESL-EFL Listening and Speaking*. New York: Routledge.
- Nunan, D. (2001). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press
- _____. (2003). *Practical English Language Teaching*. Cambridge: McGraw Hill.
- Richards, J. & Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. (2008). *Teaching Listening and Speaking from Theory to Practice*. Cambridge: Cambridge University Press.
- Stern, H. H. (1991). *Fundamental Conception of Language Teaching*. Oxford: Oxford University Press.
- Thornbury, S. (2005). *How to Teach Speaking*. London: Pearson Education
- Tiemensma, L. (2009). *Visual Literacy: to comics or not to comics? Promoting Literacy through Comics*. A paper presented in World Library and Congress 75th IFLA General, Milan 2009.
- Wallace, T., Stariha W. E., & Walberg H. J. (2004). *Teaching Speaking, Listening, and Writing*. Geneva: IBE Publications Unit.

APPENDICES

APPENDIX 1

FIELD NOTES

FIELD NOTES

Field Notes	Activities
<p>Field Note 1</p> <p>Sabtu, 24</p> <p>Agustus 2013</p>	<ul style="list-style-type: none"> - Peneliti masuk kelas bersama dengan guru bahasa Inggris yang juga sebagai kolaborator dalam penelitian. Peneliti memulai pertemuan pertama dengan memperkenalkan diri kepada siswa dan memberitahukan bahwa dalam beberapa pertemuan akan menggantikan guru bahasa Inggris untuk mengajar di kelas. - Peneliti menerangkan bahwa pada pertemuan pertama kali ini, akan diadakan penilaian kemampuan berbicara siswa (<i>pre-test</i>). Karena sebelumnya guru bahasa Inggris sudah menerangkan akan ada penilaian pada hari ini, siswa sudah mempersiapkan diri untuk maju kedepan kelas. - Peneliti membagikan materi yang sudah disediakan sebelumnya. - Siswa diberi waktu selama 30 menit untuk mempelajari materi yang diberikan dan maju kedepan kelas sesuai perintah. . Mereka maju secara acak. Guru dan peneliti duduk dibelakang kelas untuk menilai kemampuan berbicara siswa. - Setelah seluruh siswa maju kedepan kelas, guru dan peneliti mengakhiri pelajaran. Peneliti memberitahukan kepada seluruh siswa bahwa pada pertemuan selanjutnya akan diadakan kegiatan yang hampir sama dengan kegiatan pada hari ini. Siswa harus bersiap-siap untuk mempelajari materi selanjutnya. Hasil penilaian dari guru bahasa Inggris diserahkan kepada peneliti. - Pada jam istirahat, peneliti melakukan wawancara terhadap siswa dan guru, wawancara dilaksanakan secara santai dan tidak formal. Wawancara dilaksanakan untuk mengetahui keadaan siswa dan pendapat guru.
<p>Field Note 2</p> <p>Rabu, 28</p> <p>Agustus 2013</p>	<ul style="list-style-type: none"> - Dipertemuan kedua ini, peneliti memulai pelajaran dengan menyapa siswa dengan sapaan "<i>Good morning</i> dan <i>how are you?</i>". Seluruh siswa menjawab sapaan tersebut dengan benar. Setelah itu, peneliti bertanya "<i>Who is absent today?</i>", sebagian siswa menjawab "<i>nihil</i>" dan ada sebagian siswa yang tidak menjawab.

	<ul style="list-style-type: none"> - Peneliti kemudian memberikan materi selanjutnya yang masih berkaitan dengan materi pretest di pertemuan sebelumnya. - Peneliti menjelaskan kepada siswa bahwa pada pertemuan kali ini, peneliti akan mengajarkan materi tentang <i>recount text</i> bertema “<i>Holiday</i>” dengan cara yang berbeda yaitu menggunakan <i>comic strips</i>. - Peneliti menerangkan tentang <i>comic strips</i> dan siswa mendengarkan dengan baik. - Peneliti melanjutkan pelajaran dengan menjelaskan materi tentang <i>recount text</i>. - Peneliti bertanya kepada siswa tentang pengalaman mereka saat libur sekolah. Para siswa memberikan respon yang antusias walaupun ada beberapa yang hanya diam. - Setelah mengulas tentang materi tersebut, peneliti menyuruh siswa membuat kelompok yang terdiri dari 2 orang. Peneliti kemudian membagikan <i>worksheet</i> yang berisi tugas yang harus dipraktekkan oleh siswa. Siswa diberi waktu kurang lebih 20 menit untuk mengerjakan tugas tersebut. Setelah siswa siap, peneliti memilih kelompok secara acak untuk mempresentasikan hasilnya. - Peneliti mengoreksi beberapa kesalahan siswa dalam mengucapkan kata-kata dalam bahasa Inggris. - Peneliti mengakhiri pertemuan kali ini dengan memberitahukan kepada siswa bahwa pada pertemuan berikutnya akan ada kegiatan seperti ini. Siswa diminta untuk mempersiapkan materi selanjutnya.
Field Note 3 Kamis, 29 Agustus 2013	<p>-Dipertemuan ketiga ini, peneliti masih menerangkan tentang materi “<i>Holiday</i>”. Peneliti mengulas sedikit tentang materi yang telah dibahas pada pertemuan sebelumnya untuk meyakinkan bahwa siswa sudah mengerti tentang urutan kejadian dan kata penghubung yang digunakan.</p> <p>- Setelah seluruh siswa mengerti urutan kejadian dan kata penghubung yang dapat digunakan, peneliti memberikan soal kepada siswa. Soal-soal yang diberikan berhubungan dengan materi <i>Holiday</i>. Siswa menjawab soal-soal tersebut secara bergantian dan tepat.</p>

	<ul style="list-style-type: none"> - Setelah mengerjakan soal-soal tersebut, siswa diminta untuk bergabung dengan pasangan yang telah dipersiapkan sebelumnya, kemudian peneliti membagikan <i>handout</i> kepada masing-masing kelompok. <i>Handout</i> yang dibagikan berisi tentang <i>generic structure</i>, <i>connecting words</i>, dan isi paragraf dalam <i>recount text</i>. - Siswa diminta untuk mengisi kata kerja yang sesuai dan membuat surat seperti yang ada pada <i>handout</i> tersebut. Mereka diperbolehkan untuk melihat catatan pada buku mereka maupun catatan yang masih ada dipapan tulis. - Siswa diberi waktu 20 menit untuk membuat dan mengingat surat yang mereka buat. Peneliti hanya memberikan waktu 20 menit karena dipertemuan sebelumnya peneliti sudah memberitahukan kepada siswa tentang kegiatan yang akan dilaksanakan hari ini sehingga siswa dengan mudah dapat menyelesaikannya. - Siswa lebih aktif didalam kelas, tidak seperti pada pertemuan sebelumnya. -Peneliti memperbolehkan mereka bertanya. Peneliti juga memberitahukan kepada siswa bahwa siapapun yang aktif didalam kelas akan mendapatkan <i>rewards</i> atau hadiah berupa point. - Point yang diberikan akan digunakan sebagai pertimbangan oleh guru dalam menilai bahasa Inggris diakhir semester, point diberikan kepada siswa yang paling aktif. -Peneliti juga bertanya tentang surat yang mereka buat serta menanyakan kesulitan apa yang mereka temukan. - Setelah seluruh siswa menyelesaikan pembuatan surat, satu per satu maju kedepan kelas untuk menampilkan pekerjaan yang telah mereka buat. - Setelah seluruh siswa maju, peneliti memberikan ulasan tentang kegiatan yang telah dilaksanakan pada hari ini. -Siswa terlihat sangat antusias dengan kegiatan tersebut. Mereka terlihat lebih aktif dari sebelumnya. Peneliti juga mengulas tentang cara pengucapan kata-kata dalam bahasa Inggris yang benar.
--	--

	<ul style="list-style-type: none"> - Peneliti mengakhiri pelajaran dengan memberitahukan kepada siswa bahwa pertemuan berikutnya siswa sudah harus mempelajari tentang materi Recount Text. Mereka harus membaca tentang materi tersebut di buku pelajaran mereka masing-masing.
<p>Field Note 4</p> <p>Rabu, 4</p> <p>September 2013</p>	<ul style="list-style-type: none"> - Peneliti memulai pertemuan kali ini dengan menyapa siswa menggunakan sapaan berbeda yaitu “Good morning everyone, are you well today?”. Seluruh siswa hanya diam dan terlihat bingung, beberapa siswa bertanya tentang arti kata tersebut. Peneliti menjelaskan bahwa sapaan tersebut artinya “apakah kalian sehat hari ini?”. Dan siswa menjawab “I’m fine, thank you”. Peneliti menjelaskan bahwa sapaan tersebut dapat digunakan sebagai pengganti sapaan “How are you today?”. - Pada pertemuan kali ini, peneliti hanya menjelaskan tentang materi Recount Text kepada siswa. Peneliti menjelaskan segala sesuatu yang berkaitan dengan Descriptive Text. - Para siswa memperhatikan penjelasan dengan antusias. - Peneliti menjelaskan bahwa kegiatan pada minggu depan masih sama dengan kegiatan pada pertemuan-pertemuan sebelumnya walaupun akan lebih rumit. - Setelah keseluruhan materi diberikan, siswa diberi soal-soal tentang materi Descriptive Text. Soal-soal tersebut diharapkan dapat menambah pemahaman siswa untuk pertemuan berikutnya. - Setelah siswa mengerjakan seluruh soal, peneliti bertanya kepada beberapa siswa tentang penggunaan <i>comic strips</i> yang sudah dilaksanakan di pertemuan sebelumnya, banyak siswa yang antusias dengan kegiatan tersebut. Mereka mengatakan bahwa selama ini tidak ada kegiatan-kegiatan seperti itu, kegiatan yang diberikan oleh guru bahasa Inggris mereka hanya mencatat dan mengerjakan soal-soal pada LKS. - Peneliti menutup pertemuan dengan mengingatkan kembali kepada siswa bahwa pertemuan yang akan datang, mereka harus mempersiapkan diri tentang materi selanjutnya yang akan diberikan.

<p>Field Note 5</p> <p>Kamis, 5 September 2013</p>	<ul style="list-style-type: none"> - Peneliti memulai kegiatan pada pertemuan ini dengan menyapa siswa seperti hari-hari sebelumnya, siswa sangat antusias dan mulai aktif didalam kelas. Mereka terlihat sangat menyukai kegiatan yang telah dilakukan beberapa kali. - Peneliti menanyakan kesiapan siswa melakukan kegiatan pada hari ini, dan siswa telah siap. Kemudian, peneliti membagikan handout kepada setiap siswa. Handout tersebut berisikan soal-soal yang berkaitan dengan materi yang masih sama dengan pertemuan sebelumnya yaitu Recount Text. - Peneliti memberitahukan kepada seluruh siswa bahwa mereka mempunyai waktu 20 menit untuk mengerjakan dan menghafalkan text tersebut. Mereka harus menghafalkan dengan hati-hati karena mereka akan diminta untuk maju di depan kelas. - Disaat mereka menghafalkan text, peneliti juga memberikan pertanyaan tentang text yang mereka buat. - Poin masih tetap diberikan kepada siswa sehingga siswa sangat antusias dalam melaksanakan setiap kegiatan yang ada. - Setelah seluruh siswa maju, peneliti menyuruh mereka untuk mengemukakan apa saja yang telah mereka pelajari pada pertemuan kali ini. Banyak siswa yang antusias untuk menjawab bahkan mereka terlihat berebut untuk menjawab. - Disela-sela pelajaran, peneliti melakukan wawancara terhadap beberapa siswa, mereka terlihat menyukai kegiatan yang telah dilaksanakan. - Peneliti berkesimpulan bahwa penggunaan <i>comic strips</i> yang telah berjalan beberapa kali ini sangat membantu siswa lebih aktif didalam kelas dan memahami materi yang diberikan. - Peneliti menutup pelajaran dengan memberitahukan bahwa pada pertemuan berikutnya akan ada kegiatan semacam ini.
<p>Field Note 6</p> <p>Sabtu, 7 September 2013</p>	<p>-Dipertemuan kali ini, peneliti melaksanakan <i>post test</i>, namun sebelumnya, peneliti bertanya kepada siswa tentang kesiapan mereka. Siswa sudah siap dan antusias dalam melakukan tes pada hari ini.</p>

	<ul style="list-style-type: none">- Peneliti kemudian membagikan materi kepada setiap siswa.- Para siswa diberi waktu 20 menit untuk menyelesaikan tugas yang ada.- Peneliti dan guru bahasa Inggris duduk dibagian belakang kelas untuk menilai kemampuan siswa dalam berbicara.- Setelah seluruh siswa maju, dan penilaian selesai, guru bahasa Inggris keluar kelas sedangkan peneliti tetap didalam kelas untuk melakukan wawancara terakhir kepada beberapa siswa. Mereka berharap, kegiatan seperti ini dapat dilaksanakan setiap saat.- Setelah kegiatan didalam kelas selesai, peneliti berpamitan kepada seluruh siswa kemudian masuk ke kantor guru untuk melakukan wawancara terakhir kepada guru bahasa Inggris.- Penelitian berakhir pada hari ini setelah seluruh kegiatan terlaksana mulai dari <i>pre-test</i> sampai dengan <i>post-test</i>.
--	---

APPENDIX 2

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview transcript 1

Wednesday, August 28th, 2013

R: Researcher

S1: Student1

S2: Student2

R: Bagaimana pelajarannya? Mudah kan?

S1: Susah... nanti pas maju, kertasnya boleh dibawa to

R: Ya, tapi nggak semua dibaca lho, harus dihafalkan, tadi kan sudah diberi contoh

S1: Iya mas ini lagi nyoba ngafalin

R: Bagaimana dengan mbak Firda? Mudah kan?

S2: Lumayan mas... tapi aku ga bisa ngafalin.

R: Nggak apa-apa, coba dihafalkan dulu saja.

Interview transcript 2

Wednesday, August 28th, 2013

R: Researcher

S: Student

R: Permisi, mau tanya-tanya sebentar, boleh ya? menurutmu bagaimana pelajarannya tadi?

S: Lumayan asyik pelajarannya. Aku jadi cepat paham sama materinya.

R: Kok bisa? Kok bisa cepet paham?

S: Ya kan pakai *comic strips* tadi, jadi menyenangkan. Gak ngebosenin.

R: Ooo, gitu... Kalau teman yang lain gimana tadi?

S: Ya kayaknya mereka juga suka, gak kaya biasanya. disuruh maju aja susah.

R: Sip kalo gitu, terima kasih.

S: Sama-sama mas.

Interview transcript 3

Wednesday, August 28th, 2013

R: Researcher

S: Student

R: Gimana *comic strip*-nya tadi?

S: Lumayan asyik mas. Kita langsung bisa menerapkannya di depan kelas.

R: Jadi berani?

S: Iya mas kan mau gak mau kita tetep harus maju. Asyik juga kalau pakai komik gitu.

Interview transcript 4

Wednesday, August 28th, 2013

R: Researcher

S: Student

R: Menurutmu, gimana aktifitas tadi?

S: Asyik mas, tapi sempat gag mudeng gimana jawabnya, tapi setelah lihat temen-temen yang udah jawab jadi mudeng mas.

Interview transcript 5

Thursday, August 29th, 2013

R: Researcher

S: Student

R: Siang, bisa ganggu sebentar?

S: Ya mas

R: Gini, menurut kamu, gimana aktifitas tadi?

S: Wah asyik mas

R: Kenapa kok merasa asyik?

S: Soalnya pake komik, seru jadi bisa tau urutan-urutannya.

R: Tapi tadi ngrasa PD gak pas diminta maju?

S: Pertamanya nggak mas, tapi lama-lama jadi PD kok.

Interview transcript 6

Thursday, August 29th, 2013

R: Researcher

T: English teacher

R: Menurut ibu penggunaan *comic strips*-nya gimana ya?

T: Gini ya mas, siswa kelas VIII A ini biasanya tidak terlalu aktif, tapi tadi saya liat dengan menggunakan *comic strips* anak-anaknya jadi pada mau maju.

Interview transcript 7

Thursday, August 29th, 2013

R: Researcher

T: English teacher

R: Menurut bu Dwiyanti, setelah saya menggunakan *comic strips*, classroom English dan reward, apakah ada perkembangan pada speaking skill anak?

T: Belum begitu terlihat perkembangannya mas, kan baru dua kali? Lihat besok diakhir saja, pasti kelihatan. Tetapi, anak-anak sekarang sudah pintar bilang kata-kata memakai bahasa Inggris.

R: Ya bu, itu berarti classroom English-nya sudah lumayan sukses.

Interview transcript 8

Thursday, August 29th, 2013

R: Researcher

S: Student

R: Sekarang saya tanya sama mbak Stupa, Nanda dan Putri. Apa to yang paling sulit saat belajar menggunakan *comic strips* tadi?

S1: Susah bacanya. Salah terus.

R : OK, kalo mbak Nanda?

S2: Iya mas, sama. Apalagi baca kata-kata yang susah.

S3: Kata-katanya banyak yang nggak tahu cara bacanya, aneh sih..tulisan sama bacanya beda.

Interview transcript 9

Wednesday, September 4th, 2013

R: Researcher

S: Student

R: Gimana pelajarannya tadi?

S: Haha.. bikin tegang.

R: Lha kenapa?

S: Nunggu giliran mas. Khan tadi deg-degan aja nunggu giliran ku.

R: Oh..tapi mudah gak tadi?

S: Mudah mas, kita jadi tau urutan kegiatannya.

R: OK, terimakasih.

Interview transcript 10

Wednesday, September 4th, 2013

R: Researcher

S: Student

R: Coba semua, tak tanya bentar. Tiga kali pertemuan ini kan sudah menggunakan *comic strips* to? Terus pelajarannya pakai bahasa Inggris dikelas, jadi enak nggak belajar bahasa Inggrisnya

S: Iya mas. Jadi enak le belajar Inggris, tapi tetep susah.

R: Kalo mbak Gabriela gimana

S: Inggris ki memang susah e mas.

R: Makanya, sekarang saya buat mudah dan enak to?

S: Iya mas, jadi lumayan asyik.

Interview transcript 11

Wednesday, September 4th, 2013

R: Researcher

S: Student

R: Permis mint waktu nya sedikit ya, mau tanya

S: Ya mas, priapun?

R: Menurutmu gimana aktivitasnya tadi?

S: Menyenangkan mas, rame plus nyenengke.

R: Maksudnya gimana?

S: Ya temen-temen pada ikut gabung gitu dengan aktivitas tadi

R: Jadi mereka terlibat dalam kegiatan tadi tadi, gitu?

S: He em mas, rame...

R: Terus?

S: Moga-moga aja bu guru besok pake komik juga, hehe...

Interview transcript 12**Wednesday, September 4th, 2013****R: Researcher****S: Student**

R: Gimana tadi kegiatannya?

S: Wah, asyik mas, temen-temen bisa aktif dan terlibat dengan kegiatan tadi.

R: Emang biasanya gimana?

S: Wah mas biasanya tu pada nggak peduli sama pelajaran bahasa Inggris, q juga..hehe

Interview transcript 13**Thursday, September 5th, 2013****R: Researcher****S: Student**

R: Apa yang kamu dapat pelajari dari aktifitas tadi?

S: Cara bikin *recount text* mas.

R: Berarti dah mudeng to?

S: Iya mas.

Interview transcript 14**Thursday, September 5th, 2013****R: Researcher****S: Student**

R: Gimana tadi kegiatannya?

S: Wah, asyik mas, temen-temen bisa aktif dan terlibat dengan kegiatan tadi.

R: Emang biasanya gimana?

S: Wah biasanya tu pada nggak peduli sama pelajaran bahasa Inggris, aku juga..hehe

R: Gitu ya? Sekarang jadi enak kan pelajarannya?

S: Ya, lumayan mas dari pada biasanya hehe

R: Jadi suka bahasa Inggris nggak?

S: Suka, tapi dikit..wong masih susah.

R: Belajar lagi, besok masih pake *comic strips* lagi lho.

S: OK, gapapa mas..aku makah suka

R: haha..ya kalau terus-terusan jelas bosan besok.

S: Yang bikin bosan tu kalo nyatet terus mas.

R: Ya besok minta ke bu guru jangan nyatet terus.

S: Iya..hehe

Interview transcript 15**Thursday, September 5st, 2013****R: Researcher****S: Student**

R: halo dek..

S:iya mas.

R:kamu suka bahasa Inggris ga?

S:sebenarnya sih suka tapi tu susah

R: Susahnya dimana dek?

S: banyak mas, suka ga tau artinya

R: terus usaha kamu biar bisa tau artinya gimana?

S: ya kadang tanya sama temen, kalo ga ya buka kamus, hehe

R: memangnya kegiatan seperti apa sih yang kamu suka kalo lg pelajaran bahasa Inggris?

S: ya yang kayak tadi itu, serius tapi ada bercandanya juga, jd aku ga stress mikirnya.

APPENDIX 3

OBSERVATION SHEET

The Summary of the Observation Checklists

No	Observation Items	Observation Score/Meeting			
		1	2	3	4
I	The Teaching and Learning Process				
A	Pre-teaching			V	
	The teacher greet the students			V	
	The students respond to the greeting			V	
	The teacher asks the students' condition			V	
	The students tell their condition to the teacher			V	
	The teacher calls the roll		V		
	The teacher outlines the materials		V		
	The teacher explains the goal of teaching and learning		V		
B	Whilst-teaching				
	The teacher presents a sample dialogue			V	
	The students act out the dialogue.			V	
	The teacher helps the students' pronunciation.		V		
	The teacher explains and discusses the language features in the dialogue.		V		
	The students fill in incomplete dialogue.				V
	The students work in pairs to practice the dialogue.				V
	The students make a new dialogue.				V
	The students act out the dialogue.			V	
	The students identify the expressions used in the dialogue.		V		
	The teacher gives chances to the students for asking questions				V
	The students ask questions			V	
	The students ask to their classmates			V	
	The teacher checks the students' understanding			V	
	The teacher gives enough time to the students to arrange their seat/to move in group			V	
	The students cooperate well in groups			V	
	The students speak in English		V		
	The students use dictionary to help them		V		
	The students offer themselves to be the volunteer			V	
C	Post-teaching		V		
	The teacher summarize and reflects the lesson			V	
	The students reflect their learning			V	
	The teacher previews on the upcoming materials		V		
	The teacher gives rewards and motivate the students to participate more in the next meeting	V			
D	Class situation				
	Students' enthusiasm/motivation			V	
	Students' involment		V		
	Time alocation			V	
	The use of media	V			
	The teacher's instructions			V	

Description:

0 = not applicable

1 = unsatisfactory

2 = average

3 = above average

4 = excellent

APPENDIX 4

PRE-TEST

PRE-TEST

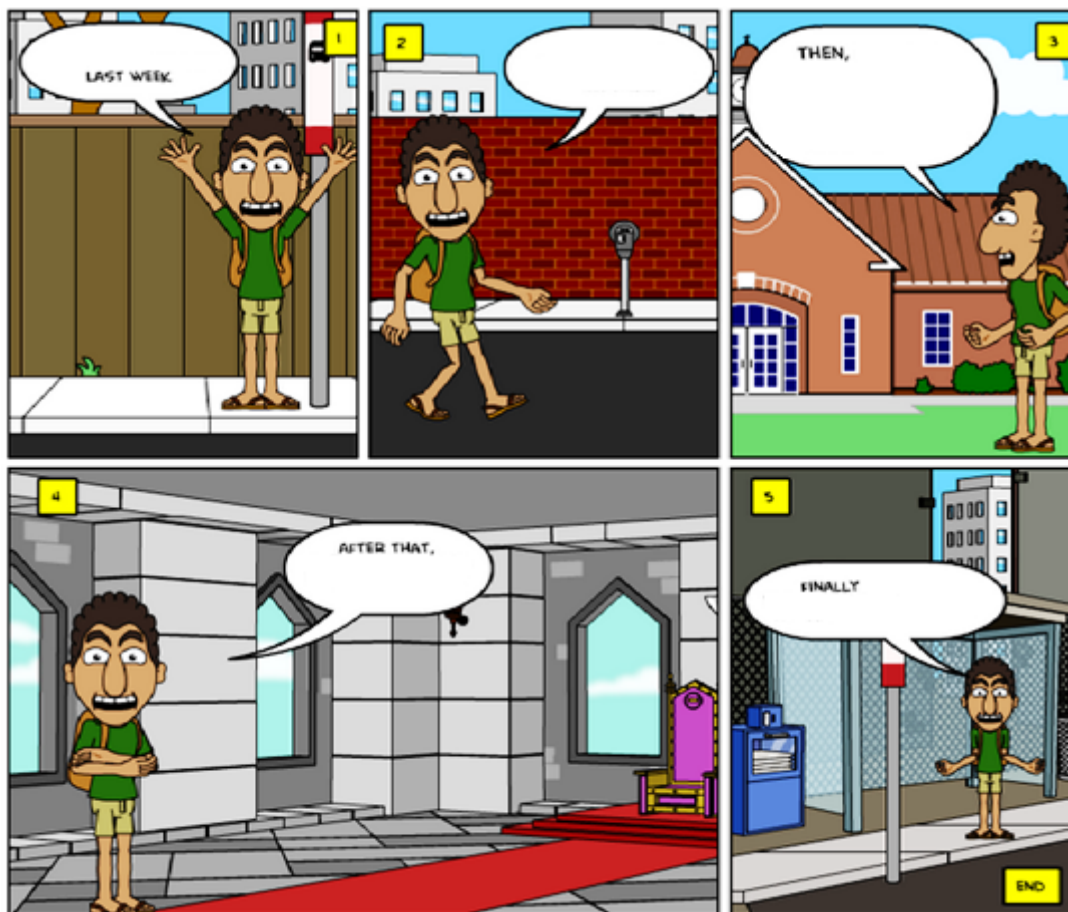
Make a recount text about your last holiday and then perform the result in front of the class.

APPENDIX 5

POST-TEST

POST-TEST

Make a recount text based on the comic strips below and then perform the result in front of the class.



APPENDIX 6

COURSE GRID

IMPROVING THE ENGLISH SPEAKING SKILL OF CLASS VIII A STUDENTS OF SMPN 5 DEPOK IN THE ACADEMIC YEAR OF 2013/2014 THROUGH THE USE OF COMIC STRIPS

COURSE GRID

School : SMPN 5 Depok

Class : VIII A

Subject : English

Materials : Recount Text

Standard Competence : Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence : Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

CYCLE	INDICATOR	LEARNNG MATERIALS	LEARNING ACTIVITIES	EVALUATION	SOURCES	MEDIA
<u>Holiday</u>	Students are able to make a short recount text based on the comic strip.	<p><u>Recount text</u></p> <ul style="list-style-type: none"> Purpose: to document a series of events and evaluate their significance in some way. Generic Structure: <ul style="list-style-type: none"> ➤ An introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it 	<p><u>1. Opening activities</u></p> <ul style="list-style-type: none"> The teacher gives apperception about materials that they are going to learn. The teacher collects the ideas and opinions about the materials that going to learn by having class discussion. <p><u>2. Main activities</u></p> <ul style="list-style-type: none"> The teacher show pictures and ask the students about their experience or knowledge about the pictures. 	<p>Make a recount text of your own. Think about a memorable event in your life. For example: my holiday.</p> <p><input checked="" type="checkbox"/> Begin the story by telling when and where it happened as well as who participated.</p>	<ul style="list-style-type: none"> Scaffolding (English for Junior High School Grade VIII) www.bitstrips.com 	<ul style="list-style-type: none"> Comic strips Pictures Printed materials

		<p>happened</p> <ul style="list-style-type: none"> ➤ Body paragraph usually recounted in a chronological order ➤ Ending paragraph/ personal comments on the incident 	<ul style="list-style-type: none"> • The teacher gives an example of recount text and explain it purposes, generic structures and the language used. • The teacher gives an example of recount text using comic strips. • The teacher asks students to make a simple recount text based on the comic strips and perform it. <p>3. Closing</p> <ul style="list-style-type: none"> • The teacher and students make conclusion from the material given today. • The teacher gives feedback from today's discussion. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Write the events in the order they happened. <input checked="" type="checkbox"/> Tell your story 		
--	--	--	--	---	--	--

IMPROVING THE ENGLISH SPEAKING SKILL OF CLASS VIII A STUDENTS OF SMPN 5 DEPOK IN THE ACADEMIC YEAR OF 2013/2014 THROUGH THE USE OF COMIC STRIPS

COURSE GRID

School : SMPN 5 Depok

Class : VIII A

Subject : English

Materials : Recount Text

Standard Competence : Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence : Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

CYCLE 2	INDICATOR	LEARNNG MATERIALS	LEARNING ACTIVITIES	EVALUATION	SOURCES	MEDIA
<u>Yogyakarta</u>	Students are able to make a short recount text based on the comic strip.	<p><u>Recount text</u></p> <ul style="list-style-type: none"> Purpose: to document a series of events and evaluate their significance in some way. Generic Structure: <ul style="list-style-type: none"> ➤ An introduction paragraph providing background information needed to understand the 	<p><u>1. Opening activities</u></p> <ul style="list-style-type: none"> The teacher gives apperception about materials that they are going to learn. The teacher collects the ideas and opinions about the materials that going to learn by having class discussion. <p><u>2. Main activities</u></p> <ul style="list-style-type: none"> The teacher show pictures and ask the students about their experience or knowledge about 	<p>Make a recount text of your own. Think about a place you have visited. For example: Yogyakarta.</p> <p><input checked="" type="checkbox"/> Begin the story by telling when and where it happened as well as who participated.</p> <p><input checked="" type="checkbox"/> Write the events in the order they</p>	<ul style="list-style-type: none"> Scaffolding (English for Junior High School Grade VIII) Contextual Teaching and Learning (English for Junior High School Grade 	<ul style="list-style-type: none"> Comic strips Pictures Printed material

		<p>text, for example, who was involved, where it happened, when it happened.</p> <ul style="list-style-type: none"> ➤ Body paragraph usually recounted in a chronological order. ➤ Ending paragraph/ personal comments on the incident. <ul style="list-style-type: none"> • Connecting Words <ul style="list-style-type: none"> ➤ First ➤ Then ➤ After that ➤ Finally 	<p>the pictures.</p> <ul style="list-style-type: none"> • The teacher gives an example of recount text and explain it purposes, generic structures and the language used. • The teacher explain connecting words used: first, then, after that, finally, etc. • The teacher gives an example of recount text using comic strips. • The teacher asks students to make a simple recount text based on the comic strips and perform it. <p>3. Closing</p> <ul style="list-style-type: none"> • The teacher and students make conclusion from the material given today. • The teacher and the students resume the important points of the materials they have been learnt. • The teacher gives feedback from today's discussion. 	<p>happened.</p> <p><input checked="" type="checkbox"/> Tell your story</p>	<p>VIII)</p> <ul style="list-style-type: none"> • www.bitstrips.com 	
--	--	--	--	---	---	--

APPENDIX 7

LESSON PLANS

LESSON PLAN

Name of School	: SMPN 5 Depok
Subject	: English
Grade/Semester	: VIII / I
Text Type	: Recount text
Skill	: Speaking
Time Allocation	: 2 x 40 minutes

Standard Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Basic Competence

4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

A. Learning Objective

In the end of the lesson, the students are able to make a short recount text in daily life.

B. Indicator

Students are able to make a short recount text based on the comic strip.

C. Teaching Method

Presentation, Practice, Production.

D. Materials

Recount text tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- ☒ an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- ☒ Body paragraph usually recounted in a chronological order
- ☒ Ending paragraph/personal comments on the incident

Input text:

My Holiday at Mount Bromo

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that,

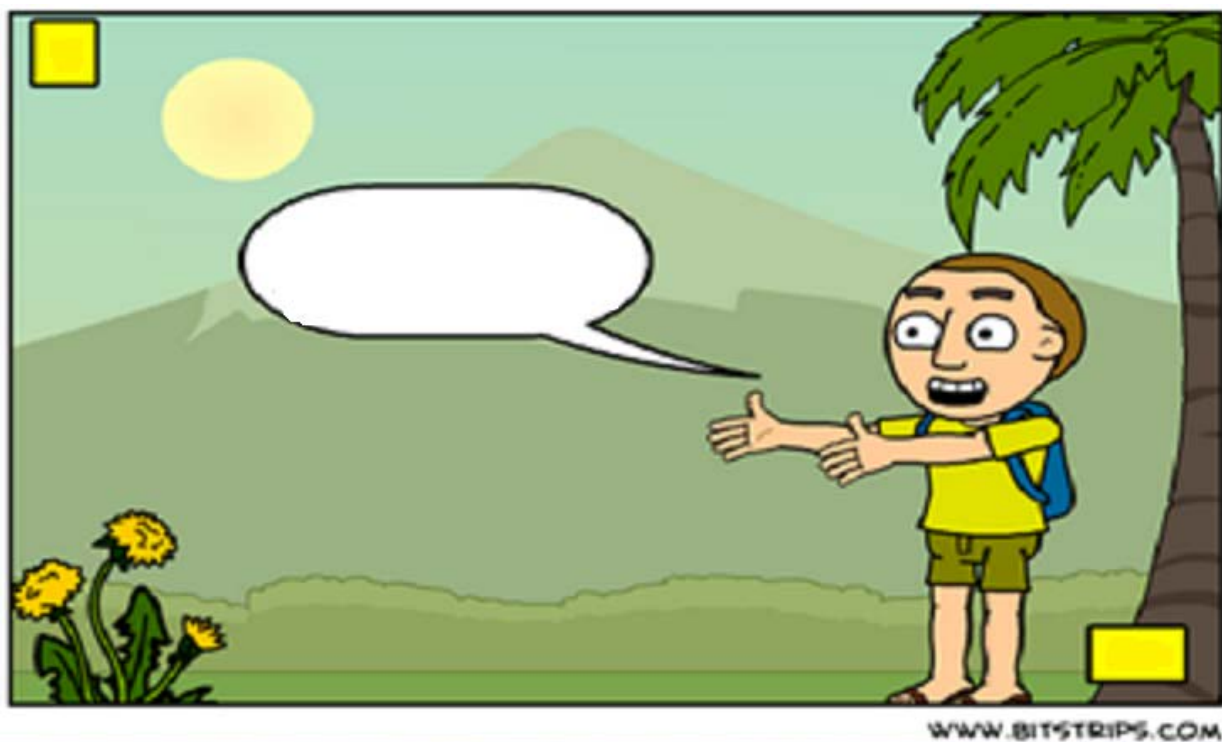
we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Adapted from: www.andrewseaton.com; Joko Priyana, 2008: 68)

COMIC STRIPS

My Holiday



E. Learning Activities

1. Opening Activities

- The teacher greets the students
- Students respond to the teachers' greeting.
- The leader of the class leads a prayer.
- The teacher checks students' attendance
- Students listen to the information of material that will be explained by the teacher.

2. Main Activities

• Presentation

- The teacher shows some pictures of mount Bromo and ask the students about it.
- The teacher gives an example of recount text of "My Holiday at Bromo Mountain" to the students.
- Explaining about recount text (purposes, generic structures and the language used).
- The teacher gives an example of comic strips.

- **Practice**
 - a. Students recognize the comic strips in groups.
 - b. Students make a simple recount text based on the comic strips.
- **Production**
 - a. Students perform in front of the class.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

F. Sources

Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional
www.bitstrips.com

G. Scoring Rubric

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total score}}{4} \times 10 =$$

Sleman, September 2013

English Teacher

Researcher

Dra. M. Dwiyanti R

NIP. 19671105 199512 2 004

Krisnanto

NIM. 07202244127

LESSON PLAN

Name of School	: SMPN 5 Depok
Subject	: English
Grade/Semester	: VIII / I
Text Type	: Recount text
Skill	: Speaking
Time Allocation	: 2 x 40 minutes

Standard Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Basic Competence

- 4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

A. Learning Objective

In the end of the lesson, the students are able to make a short recount text in daily life.

B. Indicator

Students are able to make a short recount text based on the comic strip.

C. Teaching Method

Presentation, Practice, Production.

D. Materials

Recount text tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- ☒ an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- ☒ Body paragraph usually recounted in a chronological order
- ☒ Ending paragraph/personal comments on the incident

Common grammatical features of a recount include:

- ☒ Use of nouns and pronouns to identify people, animals or things involved
- ☒ Use of past tense to retell the events
- ☒ Use of conjunctions and time connectives to sequence the events
- ☒ Use of adverbs and adverbial phrases to indicate place and time

Input text:

Denpasar, 19 Agustus 2007

Hi, Putri, how are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month, I 1) went to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I 2) ... Tangkuban Perahu. The place is just wonderful. After that, I went to dago street. I 3) ... some t-shirts there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is 4) ... for its 'peuyeum'. Finally, I went to café nearby to have lunch. I 5) ... three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me also as soon as you can. Bye.

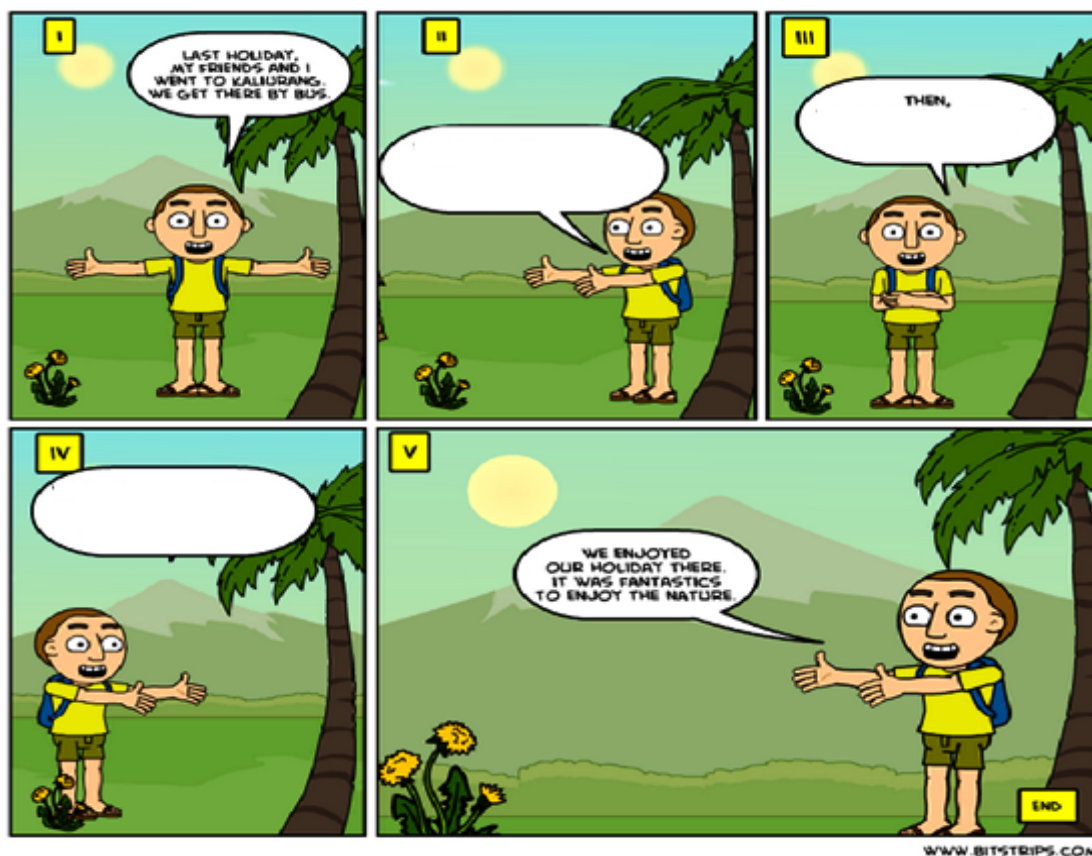
Sincerely,

Ketut Tantri

(Taken from: Joko Priyana, 2008: 71)

COMIC STRIPS

Holiday in Kaliurang



E. Learning Activities

1. Opening Activities

- The teacher greets the students
- Students respond to the teachers' greeting.
- The leader of the class leads a prayer.
- The teacher checks students' attendance
- Students listen to the information of material that will be explained by the teacher.

2. Main Activities

• Presentation

- The teacher shows some pictures of interesting places in Bandung and ask the students about it.
- The teacher gives an example of recount text of "Ketut Tantri's Letter" to the students.
- Students identify the purpose of a recount text of "Ketut Tantri's Letter".

• Practice

- The teacher gives a comic strips.
- Students recognize the comic strips in groups.
- Students make a simple recount text based on the comic strips.

• Production

- Students perform in front of the class.

3. Closing Activities

- The teacher and students make conclusion from the material given today.
- The teacher gives feedback from today's discussion.
- The teacher informs the materials that will be discussed in the next meeting.
- Students end the lesson with a prayer.

F. Sources

Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional
www.bitstrips.com

G. Scoring Rubric

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total score}}{4} \times 10 =$$

Sleman, September 2013

English Teacher

Researcher

Dra. M. Dwiyanti R
NIP. 19671105 199512 2 004

Krisnanto
NIM. 07202244127

LESSON PLAN

Name of School	: SMPN 5 Depok
Subject	: English
Grade/Semester	: VIII / I
Text Type	: Recount text
Skill	: Speaking
Time Allocation	: 2 x 40 minutes

Standard Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Basic Competence

4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

A. Learning Objective

In the end of the lesson, the students are able to make a short recount text in daily life.

B. Indicator

Students are able to make a short recount text based on the comic strip.

C. Teaching Method

Presentation, Practice, Production.

D. Materials

Connecting Words

In the letter above, you find words and phrases used to start, connect a sentence with the next one, and end an explanation.

Those words and phrases are:

- ☒ First
- ☒ Then
- ☒ After that
- ☒ Finally

Input text:

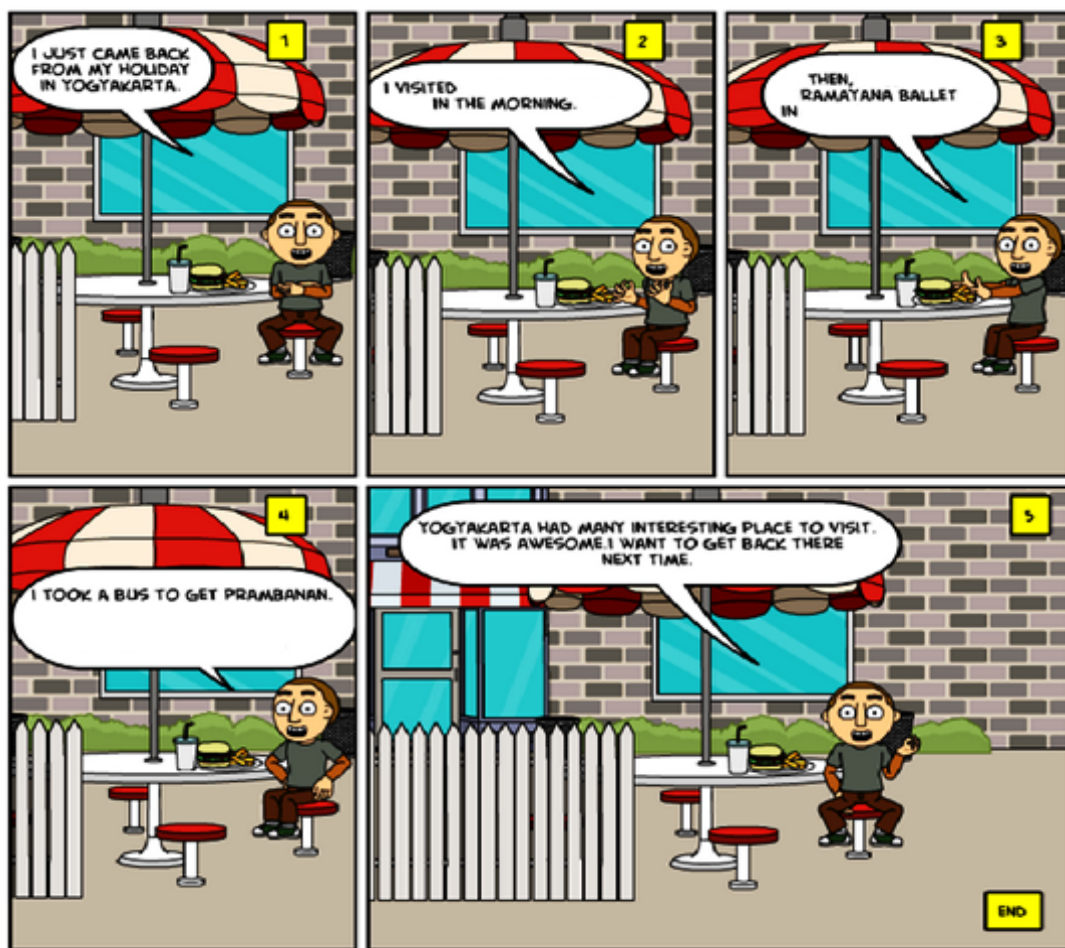
Holiday in Jakarta

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle house. We went there by bus. We left from Yogyakarta on Friday. Before we went there, we prepared some things. (1), we booked two tickets at the ticket agent. (2), we got the bus from Giwangan terminal at 3 pm. (3), we stopped to have dinner at Ajibarang. After having dinner, we continued our travel. We arrive at Lebak Bulus terminal. From the terminal, we look the bus no C.09. (4), we arrived at our uncle's house. It was a long trip, but we enjoyed it.

(Taken from: Joko Priyana, 2008: 72)

COMIC STRIPS

Visiting Yogyakarta



WWW.BITSTRIPS.COM

E. Learning Activities

1. Opening Activities

- The teacher greets the students
- Students respond to the teachers' greeting.
- The leader of the class leads a prayer.
- The teacher checks students' attendance
- Students listen to the information of material that will be explained by the teacher.

2. Main Activities

- **Presentation**

- The teacher shows some pictures of interesting place in Jakarta and ask the students about it.
- The teacher gives an example of recount text of “Holiday in Jakarta” to the students.
- Students identify the purpose of a recount text of “Holiday in Jakarta”.

- **Practice**

- The teacher gives a comic strips.
- Students recognize the comic strips in groups.
- Students make a simple recount text based on the comic strips

- **Production**

- Students perform in front of the class.

3. Closing Activities

- The teacher and students make conclusion from the material given today.
- The teacher gives feedback from today’s discussion.
- The teacher informs the materials that will be discussed in the next meeting.
- Students end the lesson with a prayer.

F. Sources

Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional
www.bitstrips.com

G. Scoring Rubric

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total score}}{4} \times 10 =$$

Sleman, September 2013

English Teacher

Researcher

Dra. M. Dwiyanti R
 NIP. 19671105 199512 2 004

Krisnanto
 NIM. 07202244127

LESSON PLAN

Name of School : SMPN 5 Depok
 Subject : English
 Grade/Semester : VIII / I
 Text Type : Recount text
 Skill : Speaking
 Time Allocation : 2 x 40 minutes

Standard Competence

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Basic Competence

4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

A. Learning Objective

In the end of the lesson, the students are able to make a short recount text in daily life.

B. Indicator

Students are able to make a short recount text based on the comic strip.

C. Teaching Method

Presentation, Practice, Production.

D. Materials

Connecting Words

In the letter above, you find words and phrases used to start, connect a sentence with the next one, and end an explanation.

Those words and phrases are:

- ☒ First
- ☒ Then
- ☒ After that
- ☒ Finally

Input text:

Dear Sylvia,

How's everything? We just came back from our vacation in Peru.

Machu Picchu is an Inca city in the Andes Mountains.

We took a bus in Aguas Calientes and arrived in Machu Picchu in the morning.

We spent the day there and went to Cuzco in the evening.

In Cuzco we hired a Peruvian guide, and we learned a lot about The Inca culture.

It was fantastic.

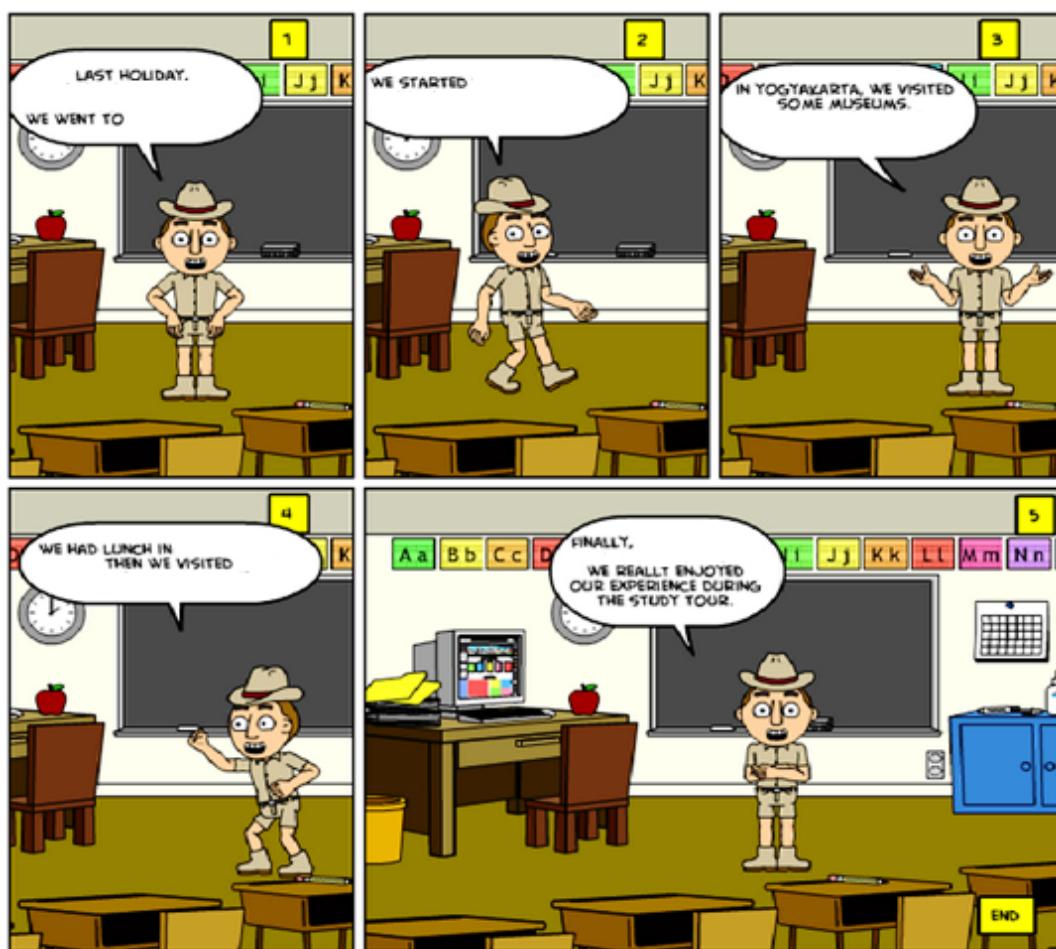
Talk to you soon,

Susan and Julie

(Taken from: Utami Widiati, 2008: 33)

COMIC STRIPS

Study Tour to Yogyakarta



E. Learning Activities

1. Opening Activities

- The teacher greets the students
- Students respond to the teachers' greeting.
- The leader of the class leads a prayer.
- The teacher checks students' attendance
- Students listen to the information of material that will be explained by the teacher.

2. Main Activities

• Presentation

- The teacher shows some pictures of Machu Picchu and ask the students about it.
- The teacher gives an example of recount text of "Machu Picchu" to the students.
- Students identify the purpose of a recount text of "Machu Picchu".

• Practice

- The teacher gives a comic strips.
- Students recognize the comic strips in groups.
- Students make a simple recount text based on the comic strips

• Production

- Students perform in front of the class.

3. Closing Activities

- The teacher and students make conclusion from the material given today.
- The teacher gives feedback from today's discussion.
- The teacher informs the materials that will be discussed in the next meeting.
- Students end the lesson with a prayer.

F. Sources

Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional
www.bitstrips.com

G. Scoring Rubric

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total score}}{4} \times 10 =$$

Sleman, September 2013

English Teacher

Researcher

Dra. M. Dwiyanti R
NIP. 19671105 199512 2 004

Krisnanto
NIM. 07202244127

APPENDIX 8

STUDENTS' SCORE

PRE - ACTION - TEST

NO	NAME	SCORE		
		RATER I	RATER 2	FINAL SCORE
1	Alfianita Kusumaning Tyas	70	72	71
2	Anastasia Tantri Wira P	70	72	71
3	Annisa Sekarningtyas	62	65	63.5
4	Firdha Shafwina	63	65	64
5	Gabriella Maylenia Tri Eriyana	60	65	62.5
6	Hanifah Nurul Huda P	60	60	60
7	Khairunisa Amanah	63	68	65.5
8	Khasnak Khanifah	70	70	70
9	Mia Asti Anggraini	70	70	70
10	Nanda Anzalna Ekaputri	75	78	76.5
11	Nisrina Azhar Muyassar	75	75	75
12	Nurma Widya Pangastuti	73	70	71.5
13	Putri Oculi Palmarum	70	72	71
14	RR. Graciella Angelic A K	63	65	64
15	Stupa Enjang Sekar Bhumi	70	75	72.5
16	Adelio Berlian Christananda	60	65	62.5
17	Agallio Samai Suhardi	60	60	60
18	Albertus Satria Nanda P	60	60	60
19	Beltsazar Benny Susanto	70	75	72.5
20	Bintang Buana Rajasa	70	70	70
21	Bondan Hasto Prasetyo	75	75	75
22	Dimas Agung Nugroho	73	70	71.5
23	Elshano Theo Buana	60	64	62
24	Ishak Adhianto Nugraha	70	72	71
25	Leonardo Bhre Kusuma W	75	75	75
26	Leonardus Dwi Kurnia B P	75	78	76.5
27	Mohammad Endriono F	60	62	61
28	Pangestu Andhika W	60	64	62
29	Rendi Aji Dwi Saputra	62	65	63.5
30	Reynaldi Dewa Amanusa	70	70	70
MEAN		67.13	68.90	68.01

The highest score : 78

The lowest score : 60

POST - ACTION – TEST

NO	NAME	SCORE		
		RATER I	RATER 2	FINAL SCORE
1	Alfianita Kusumaning Tyas	73	75	74
2	Anastasia Tantri Wira P	75	75	75
3	Annisa Sekarningtyas	70	68	69
4	Firdha Shafwina	80	75	77.5
5	Gabriella Maylenia Tri Eriyana	74	70	72
6	Hanifah Nurul Huda P	70	70	70
7	Khairunisa Amanah	75	75	75
8	Khasnak Khanifah	80	80	80
9	Mia Asti Anggraini	78	80	79
10	Nanda Anzalna Ekaputri	85	83	84
11	Nisrina Azhar Muyassar	83	80	81.5
12	Nurma Widya Pangastuti	75	70	72.5
13	Putri Oculi Palmarum	70	72	71
14	RR. Graciella Angelic A K	72	70	71
15	Stupa Enjang Sekar Bhumi	70	75	72.5
16	Adelio Berlian Christananda	63	65	64
17	Agallio Samai Suhardi	71	70	70.5
18	Albertus Satria Nanda P	65	62	63.5
19	Beltsazar Benny Susanto	78	75	76.5
20	Bintang Buana Rajasa	75	70	72.5
21	Bondan Hasto Prasetyo	75	75	75
22	Dimas Agung Nugroho	80	80	80
23	Elshano Theo Buana	70	70	70
24	Ishak Adhianto Nugraha	75	72	73.5
25	Leonardo Bhre Kusuma W	75	75	62
26	Leonardus Dwi Kurnia B P	75	78	76.5
27	Mohammad Endriono F	65	70	67.5
28	Pangestu Andhika W	65	70	67.5
29	Rendi Aji Dwi Saputra	65	68	66.5
30	Reynaldi Dewa Amanusa	70	70	70
MEAN		73.23	72.93	72.65

The highest score : 85

The lowest score : 60

APPENDIX 9

T-TEST RESULT

T-Test

Notes

Output Created	09-Oct-2013 21:25:37	
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST PAIRS=Pretest WITH Posttest (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.	
Resources	Processor Time	00:00:00.000
	Elapsed Time	00:00:00.000

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68.0167	30	5.44800	.99466
	Posttest	72.6500	30	5.36777	.98002

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	30	.562	.001

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
					Mean	Std. Deviation			
Pair 1	Pretest - Posttest	-4.63333	5.06328	.92442	-6.52399	-2.74267	-5.012	29	.000

APPENDIX 10

SPEAKING RUBRIC

RUBRIC

1. FLUENCY

Score	Indicators
10	The student speaks very fluently in communication to perform the expected competency.
9	The student speaks fluently in communication to perform the expected competency, but there are natural hesitations.
8	The student speaks quite fluently in communication to perform the expected competency, although there are hesitations which are not quite natural.
7	The student speaks quite fluently in communication to perform the expected competency, although there are often hesitations which are not quite natural.
6	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she is impeded by language problems so that he/she speaks rather slowly and hesitantly , sometimes those problems disrupt the performance.
5	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she is impeded by language problems so that he/she speaks slowly and hesitantly , sometimes those problems disrupt the performance.
4	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she is impeded by language problems like repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long , those problems strongly disrupt the performance.
3	The student speaks very slowly and discontinuously (like speaking per word with simple patterns), even pauses very long in communication to perform the expected competency.
2	The student speaks very slowly and often discontinuously (like speaking per word with simple patterns), even suddenly stops in communication to perform the expected competency.
1	The student communicates very difficultly to perform the expected competency, he/she speaks very slowly and always discontinuously (like speaking per word with simple patterns) and even then stops .

2. PRONUNCIATION

Score	Indicators
10	The student never makes pronunciation mistakes in performing the expected competency, intonation and stress are appropriate, all sounds are unambiguous and can be understood.
9	The student almost never makes pronunciation mistakes in performing the expected competency, intonation and stress are appropriate, a few sounds are ambiguous but can be understood.
8	The student rarely makes pronunciation mistakes in performing the expected competency, intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood.
7	The student sometimes makes pronunciation mistakes in performing the expected competency, intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood.
6	The student often makes pronunciation mistakes in performing the expected competency, intonation and stress are inappropriate, some sounds are ambiguous and rather difficult to be understood.
5	The student makes pronunciation mistakes in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood.
4	The student almost always makes pronunciation mistakes in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood.
3	The student always makes pronunciation mistakes in performing the expected competency, many sounds are ambiguous because the pronunciation is not clear, speaks without considering intonation and stress.
2	The student always makes pronunciation mistakes in performing the expected competency, such as many sounds are ambiguous because the pronunciation is not clear.
1	The student cannot pronounce well at all in performing the expected competency.

3. ACCURACY

Score	Indicators
10	The student never makes any grammatical mistakes in performing the expected competency, both in basic grammatical structures (like phrases, simple, and compound sentences) and in complex structures (like complex sentences).
9	The student almost never makes any grammatical mistakes in performing the expected competency, both in basic grammatical structures (like phrases, simple, and compound sentences) but makes very few mistakes in complex structures (like complex sentences), however those mistakes do not impede meaning.
8	The student makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes very few mistakes in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
7	The student rarely makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes some mistakes in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
6	The student sometimes makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
5	The student often makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structures (like complex sentences) in performing the expected competency so that they strongly impede meaning.
4	The student makes grammatical mistakes very often in basic grammatical structures (like phrases, simple, and compound sentences) and makes so many mistakes in complex structures (like complex sentences). The mistakes strongly impede communication in performing the expected competency.
3	The student almost always makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentences), cannot use complex structures (like complex sentences) well. The mistakes disrupt communication in

	performing the expected competency.
2	The student always makes grammatical mistakes in most of the basic grammatical structures (like phrases, simple, and compound sentences), and there is no effort to use complex structure well, the mistakes strongly disrupt communication in performing the expected competency.
1	The student has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.

4. VOCABULARY

Score	Indicators
10	The student uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The student uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The student uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The student uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency. He/she sometimes has to explain ideas to get the appropriate words.
6	The student uses few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency. He/she needs to explain ideas to get the appropriate words.
5	The student uses limited vocabulary variations and inappropriate word choices in performing the expected competency. He/she often explains ideas because of the insufficient vocabulary.
4	The student uses limited vocabulary variations and very inappropriate word choices in performing the expected competency. He/she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.

3	The student uses limited vocabulary to perform the expected competency so that communication is rather difficult to understand , he/she often asks the teacher to express certain ideas.
2	The student uses very limited vocabulary to perform the expected competency so that communication is rather difficult to understand , he/she has to ask the teacher to express certain ideas.
1	The student has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand , he/she always asks the teacher to be able to express certain ideas.

5. SCORING

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total score}}{4} \times 10 =$$

APPENDIX 11

QUESTIONNAIRES

QUESTIONNAIRE

Instrument penelitian “**IMPROVING THE ENGLISH SPEAKING SKILL OF CLASS VIIIA STUDENTS OF SMPN 5 DEPOK IN THE ACADEMIC YEAR OF 2013/2014 THROUGH THE USE OF COMIC STRIPS**”

A. Identitas diri

Nama :

B. Petunjuk Pengisian

Jawablah pertanyaan berikut sesuai dengan keadaan yang sesungguhnya!

1. Menurut Anda, apakah kegiatan menggunakan *comic strips* yang telah dilakukan menarik?
2. Apa yang membuat kegiatan ini menarik?
3. Menurut Anda, apakah penggunaan *comic strips* ini membuat anda lebih termotivasi untuk belajar Bahasa Inggris?
4. Menurut Anda, apakah penggunaan *comic strips* membuat kepercayaan diri Anda meningkat?
5. Menurut Anda, apakah penggunaan *comic strips* dapat meningkatkan kemampuan berbicara Anda dalam bahasa Inggris?
6. Menurut Anda, apakah penggunaan *comic strips* sulit?
7. Apakah yang membuat penggunaan *comic strips* sulit bagi Anda?
8. Menurut Anda, apakah penggunaan *comic strips* dapat membantu Anda lebih aktif didalam kelas?
9. Menurut Anda, pemberian poin/nilai kepada siswa yang aktif di dalam kelas bisa membantu meningkatkan motivasi siswa lain?
10. Menurut Anda, apakah materi yang disampaikan menggunakan *comic strips* lebih mudah dimengerti?
11. Menurut Anda, apakah waktu yang diberikan untuk mempelajari materi yang diberikan cukup?
12. Menurut Anda, apakah Classroom English yang digunakan peneliti dikelas efektif untuk meningkatkan kemampuan bicara dalam bahasa Inggris Anda?
13. Apakah guru Bahasa Inggris Anda pernah menggunakan teknik lain selama mengajar terutama untuk kemampuan berbicara?
14. Teknik apa yang pernah digunakan oleh guru Bahasa Inggris Anda?
15. Menurut Anda, apa saja kelebihan teknik tersebut?

APPENDIX 12

ANALYSIS OF QUESTIONNAIRE DATA

THE ANALYSIS OF QUESTIONNAIRE DATA

1. Menurut Anda, apakah kegiatan menggunakan *comic strips* yang telah dilakukan menarik?

YES	NO	ABSTAIN
30 = 100%	0 = 0%	0 = 0%

2. Apa yang membuat kegiatan ini menarik?

YES	NO	ABSTAIN
25 = 83.33%	0 = 0%	5 = 16.66%

- S1 : *Karena pakai komik, jd enak ngafalinnya.* (because using comic, so it is easier to remember).
 S2 : *Karena ada games, trus yang aktif dapet nilai juga.*
 (because there are some games and also rewards for the active students)
 S3 : *karena kita jd lebih aktif dari pada pas pelajaran biasanya, cuma duduk sama nyatet aja.* (because we can be more active in the class, usually we are just sit and write the materials).

3. Menurut Anda, apakah penggunaan *comic strips* ini membuat anda lebih termotivasi untuk belajar Bahasa Inggris?

YES	NO	ABSTAIN
30 = 100%	0 = 0%	0 = 0%

4. Menurut Anda, apakah penggunaan *comic strips* membuat kepercayaan diri Anda meningkat?

YES	NO	ABSTAIN
30 = 100%	0 = 0%	0 = 0%

- S1 : *cukup meningkat.* (my self confidence increase significantly)
 S2 : *tentu saja, karena saya jadi PD mau maju ke depan kelas.* (of course, it makes me to have self confidence to present my answer in front of the class)
 S3 : *ya, lumayan.* (yes, not bad)

5. Menurut Anda, apakah penggunaan *comic strips* dapat meningkatkan kemampuan berbicara Anda dalam bahasa Inggris?

YES	NO	ABSTAIN
30 = 100%	0 = 0%	0 = 0%

6. Menurut Anda, apakah penggunaan *comic strips* sulit?

YES	NO	ABSTAIN
0 = 0%	30 = 100%	0 = 0%

7. Apakah yang membuat penggunaan *comic strips* sulit bagi Anda?

YES	NO	ABSTAIN
0 = 0%	0 = 0%	0 = 0%

8. Menurut Anda, apakah penggunaan *comic strips* dapat membantu Anda lebih aktif didalam kelas?

YES	NO	ABSTAIN
30 = 100%	0 = 0%	0 = 0%

9. Menurut Anda, pemberian poin/nilai kepada siswa yang aktif di dalam kelas bisa membantu meningkatkan motivasi siswa lain?

YES	NO	ABSTAIN
30 = 100%	0 = 0%	0 = 0%

10. Menurut Anda, apakah materi yang disampaikan menggunakan *comic strips* lebih mudah dimengerti?

YES	NO	ABSTAIN
21 = 70%	0 = 0%	9 = 30%

11. Menurut Anda, apakah waktu yang diberikan untuk mempelajari materi yang diberikan cukup?

YES	NO	ABSTAIN
20 = 66.66%	10 = 33.33%	0 = 0%

12. Menurut Anda, apakah Classroom English yang digunakan peneliti dikelas efektif untuk meningkatkan kemampuan bicara dalam bahasa Inggris Anda?

YES	NO	ABSTEIN
27 = 90%	0 = 0%	3 = 10%

S1 : ya, tentu saja. Kita kan jadi tau bagaimana cara bicara yang benar dalam bahasa inggris. (Yes, of course. We become understand how to speak in English correctly)

S2 : iya. Membantu sekali. (Yes, it helps so much)

- S3 : *sangat ya. aku jadi bisa bicara ini itu.* (yes, it is very useful, I can speak a lot of sentences now)
- S4 : *membantu banget, biasanya ga pernah sampai bisa kaya gini tapi sekarang jadi bisa.* (it helps so much. Usually I can't speak in English well, but I can understand now)

13. Apakah guru Bahasa Inggris Anda pernah menggunakan teknik lain selama mengajar terutama untuk kemampuan berbicara?

YES	NO	ABSTAIN
20 = 66.66%	0 = 0%	10 = 33.33%

14. Teknik apa yang pernah digunakan oleh guru Bahasa Inggris Anda?

- 10 students = 33.33 % did not answer
- 6 students = 20 % answer *memorizing the sentences*
- 14 students = 46.66 % do not *answer the question*

15. Menurut Anda, apa saja kelebihan teknik tersebut?

Noone answers the question.

APPENDIX 13

ATTENDANCE LIST

DAFTAR KEHADIRAN SISWA
KELAS VIII A SMPN 5 DEPOK
SEMESTER I / TAHUN AJARAN 2013/2014

NO	NAME	PERTEMUAN					
		Pre-Test	Cycle I		Cycle II		Post-Test
			I	II	I	II	
1	Alfianita Kusumaning Tyas	✓	✓	✓	✓	✓	✓
2	Anastasia Tantri Wira P	✓	✓	✓	✓	✓	✓
3	Annisa Sekarningtyas	✓	✓	✓	✓	✓	✓
4	Firdha Shafwina	✓	✓	✓	✓	✓	✓
5	Gabriella Maylenia Tri Eriyana	✓	✓	✓	✓	✓	✓
6	Hanifah Nurul Huda P	✓	✓	✓	✓	✓	✓
7	Khairunisa Amanah	✓	✓	✓	✓	✓	✓
8	Khasnak Khanifah	✓	✓	✓	✓	✓	✓
9	Mia Asti Anggraini	✓	✓	✓	✓	✓	✓
10	Nanda Anzalna Ekaputri	✓	✓	✓	✓	✓	✓
11	Nisrina Azhar Muyassar	✓	✓	✓	✓	✓	✓
12	Nurma Widya Pangastuti	✓	✓	✓	✓	✓	✓
13	Putri Oculi Palmarum	✓	✓	✓	✓	✓	✓
14	RR. Graciella Angelic A K	✓	✓	✓	✓	✓	✓
15	Stupa Enjang Sekar Bhumi	✓	✓	✓	✓	✓	✓
16	Adelio Berlian Christananda	✓	✓	✓	✓	✓	✓
17	Agallio Samai Suhardi	✓	✓	✓	✓	✓	✓
18	Albertus Satria Nanda P	✓	✓	✓	✓	✓	✓
19	Beltsazar Benny Susanto	✓	✓	✓	✓	✓	✓
20	Bintang Buana Rajasa	✓	✓	✓	✓	✓	✓
21	Bondan Hasto Prasetyo	✓	✓	✓	✓	✓	✓
22	Dimas Agung Nugroho	✓	✓	✓	✓	✓	✓
23	Elshano Theo Buana	✓	✓	✓	✓	✓	✓
24	Ishak Adhianto Nugraha	✓	✓	✓	✓	✓	✓
25	Leonardo Bhre Kusuma W	✓	✓	✓	✓	✓	✓
26	Leonardus Dwi Kurnia B P	✓	✓	✓	✓	✓	✓
27	Mohammad Endriono F	✓	✓	✓	✓	✓	✓
28	Pangestu Andhika W	✓	✓	✓	✓	✓	✓
29	Rendi Aji Dwi Saputra	✓	✓	✓	✓	✓	✓
30	Reynaldi Dewa Amanusa	✓	✓	✓	✓	✓	✓

APPENDIX 14

PHOTOGRAPHS

Picture 1

The researcher is giving explanations of the activity they were going to carry out.

Picture 2

The students are enthusiastically using comic strips to make recount text.

Picture 3



A student is sharing his holiday story in front of the class.

Picture 4



The researcher is giving example of pronouncing difficult word.

APPENDIX 15

LETTERS



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA
SMP NEGERI 5 DEPOK (SSN)

Alamat : Jl. Weling Karanggayam Caturtunggal Depok Sleman. Telp 585134 Jogjakarta
 E_mail : smp_delima@yahoo.co.id , Blog: <http://smpdelima.blogspot.com>

Hai : Surat Keterangan
 Nomor : 024/056/SMP.43/2013

Yang bertandatangan dibawah ini, kepala sekolah SMPN 5 Depok, Kabupaten Sleman menerangkanbahwa :

Nama	: Krisnanto
NIM	: 07202244127
Program studi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Perguruan tinggi	: Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di SMPN 5 Depok dalam rangka menyelesaikan tugas akhir skripsi dengan judul : **"Improving the English Speaking Skill of Class VIIIA Students of SMPN 5 Depok in the Academic Year of 2013/2014 Through the Use of Comic Strips"**, pada Agustus 2013 – September 2013.

Demikian surat keterangan ini dibuat, agar dapat digunakan sebagaimana mestinya.

Sleman, 11 September 2013

Kepala Sekolah

 Drs. Susiyanto, M.Pd
 NIP. 19600326 1982022 1 003





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0640e/UN.34.12/DT/VII/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

9 Juli 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

IMPROVING THE ENGLISH SPEAKING SKILL OF CLASS VIII STUDENTS OF SMPN 5 DEPOK IN THE ACADEMIC YEAR OF 2013/2014 THROUGH THE USE OF COMIC STRIPS

Mahasiswa dimaksud adalah :

Nama : KRISNANTO
NIM : 07202244127
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Juli – September 2013
Lokasi Penelitian : SMPN 5 Depok

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Bagian Pendidikan FBS,

Indun Kredo Utami, S.E.
NIP. 19670704 199312 2 001



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 2441 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
 Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
 Nomor : 070/5731/V/7/2013 Tanggal : 10 Juli 2013
 Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
 Nama : KRISNANTO
 No.Mhs/NIM/NIP/NIK : 07202244127
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
 Alamat Rumah : Jl. Gejayan Mrican, Gang Endra No. 28 Caturtunggal, Depok, Sleman
 No. Telp / HP : 08562871042
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
IMPROVING THE ENGLISH SPEAKING SKILL OF CLASS VIII STUDENT OF SMP N 5 DEPOK IN THE ACADEMIC YEAR OF 2013/2014 THROUGH THE USE OF COMIC STRIPS
 Lokasi : SMP N 5 Depok
 Waktu : Selama 3 bulan mulai tanggal: 10 Juli 2013 s/d 09 Oktober 2013

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 10 Juli 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
 Pembina, IV/a
 NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Depok
6. Ka. SMP N 5 Depok
7. dekan Fak. Bahasa dan Seni UNY
8. Yang Bersangkutan

A. FORMULIR ISIAN PERMOHONAN IJIN STUDI PENDAHULUAN / PRA
SURVEY / PRA PENELITIAN

B. SURAT PERNYATAAN BERSEDIA MENYERAHKAN HASIL PENELITIAN /
SURVEY / PKL

*) Lingkari yang dipilih A atau B

Nomor : 070/ 2441

Kami, yang bertanda tangan di bawah ini :

1. Nama : Krisnanto
2. Alamat Rumah : Jl. Gajayan, Mrican cm. Endra no. 28
CTX, Depok, Sleman
3. Nomor Telepon : 0856 2871092
4. No. Mahasiswa/NIP/NIM : 07202299127
5. Tingkat (D1/D2/D3/D4/S1/S2/S3) : Pendidikan Bahasa Inggris
6. Universitas/Akademi : Universitas Negeri Yogyakarta
7. Dosen Pembimbing : Drs. Suhary M. Sholah, M.A. & Ari Ramadhan
8. Lokasi Penelitian/Survey : 1. SMEN S Depok
2.
9. Judul Penelitian :
Improving the English Speaking Skill of Class VIII Students of
SMEN S Depok in the Academic Year of 2013/2014 Through
the Use of Comic Strips

Berdasarkan pilihan saya pada formulir isian diatas (poin B), saya bersedia untuk menyerahkan hasil Penelitian / Survey / PKL berupa 1 (satu) CD format PDF selambatnya 1 (satu) bulan setelah selesai Penelitian / Survey / PKL dilaksanakan.



Sleman, 10 Juli 2013...

Yang menyatakan

Krisnanto

(nama terang)

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

070/5731N/7/2013

Perihal : Permohonan Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;

2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;

3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.

4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : KRISNANTO NIP/NIM : 07202244127
 Alamat : KARANGMALANG YOGYAKARTA 55281
 Judul : IMPROVING THE ENGLISH SPEAKING SKILL OF CLASS VIII STUDENTS OF SMPN 5 DEPOK IN THE ACADEMIC YEAR OF 2013/2014 THROUGH THE USE OF COMIC STRIPS
 Lokasi : SLEMAN Kota/Kab. SLEMAN
 Waktu : 10 Juli 2013 s/d 10 Oktober 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 10 Juli 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman, cq Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan